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ABSTRACT

This guidebook is designed to introduce management training into UNESCO's regional communication programs. The course material is intended for actual or potential managers of broadcasting and communication organizations. It presents relevant concepts, methods, and practices as they exist in business management. The guidebook is addressed to trainers of communication managers. It contains a discussion on training methodologies; data for innovative course designing according to needs and situations; and resources for study materials, supplementary texts, and educational aids. It also can be used on a self-learning basis, though some course areas will be disadvantaged without an instructor. The guidebook is divided into two groups or sets of courses. The first group is a four-week set of courses in general management for middle managers. The second group is a set of one-week courses in specialized areas for middle and upper management. The case study method is suggested throughout.
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THE MANAGEMENT OF COMMUNICATION RESOURCES

A GUIDEBOOK FOR COURSE DIRECTORS

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PREFACE

The ultimate objective of communication in a developing country is to establish an effective and efficient system of information oriented towards improving the general economic conditions of that country and enhancing the quality of life of its citizens. To this end, Unesco assistance for the past two decades has been made available for advising on the organization and structure of media resources; for the establishment of self-sufficient media training centres; and for the preparation of books and reports on research, planning, production, training, and experimentation. Today this assistance, coupled with country inputs and bilateral aid, has resulted in a number of national training centres in the Third World as well as a few key centres capable of providing facilities for regional training programmes.

But as training facilities improve and continually produce more highly skilled practitioners, and as media industries grow more complex, communication management often finds itself faced with new and increasingly complicated conditions. Media personnel are becoming more technical and creative, and less accustomed to rigid structures that retard or even impede innovation. The high expense required for new technology often demands another level of cost decision-making, not necessarily based on savings, but rather on output, long-term investments, and increased efficiency. New techniques can also place social stresses on organizational behaviour, rôles and job descriptions, and self-identification in what could easily become anonymous, depersonalized media industries. The simple introduction of a computer, for example, might have disastrous effects on displacement of personnel. And in general, as media technology and the various skills needed to man these resources become more complex, management too has to adapt and organize a more efficient working system.

It is for this reason that Unesco has introduced management training into its regional communication programmes. While management itself is a relatively well developed discipline arising from the world of business, the management of communication resources, whether profit or non-profit oriented, whether of the public or of the private sector, has been less adequately studied. And expectedly there is a dearth of information on communication management practices and methods especially in the developing countries. The lack of case material is all the more felt in the area of non-profit media organizations of either the public or private sector, primarily because as a non-business venture, these cases have usually been excluded from the researches on business enterprise. None the less, as a discipline in itself, the study of management is highly relevant to the efficient operations of media industries and more so to the constantly changing media situation in the developing countries.

It is hoped that future course directors will use the guidebook as a fundamental syllabus in management and continually add their own case material and data. Within a few years there should be adequate data for a final version which will respond more directly and more specifically to the communication management situation in the developing world.

The author of the guidebook is Spyros Makridakis, Ph.D. in Operations Statistics, who also directed the AIED course on the Management of Communication Resources. Dr. Makridakis was also a member of the Unesco team that undertook the pre-investment study for educational technology development in Thailand in 1974. Author of several books on computer forecasting, he is at present Professor of Statistics at INSEAD, the European Centre for Business Administration in Fontainebleau.

The opinions expressed by the author do not necessarily reflect those of Unesco.

PART I

METHODS AND CONCEPTS OF COMMUNICATION MANAGEMENT

INTRODUCTION

Management is the discipline by which organizations are made more efficient and effective in converting scarce resources of men, machines, material and money into a useful product or service. Even though there is always some physical work for a manager to do, his main job is to supervise and direct the work of others; his prime responsibility is to co-ordinate, provide assistance and give support where it is needed. In our days these are not easy tasks and they require professionals to undertake them. In many industrialized nations, management has become a profession in its own right and has been separated from ownership, whether the owner be an individual, the public, a government, or a non-profit organization.

Management as we know it today started with business enterprises; this is where it has been most widely used and developed to its present state of accomplishment. Unfortunately, "management" has often been used to mean only business management. There are several reasons for this. The idea of profit as a clear-cut objective and a motivating factor has obliged business managers to develop systematic methods of operational efficiency in order to avoid going bankrupt. Obviously those business managers who have survived are operating successfully with respect to their objective of maintaining a profit. Over several decades since the beginning of this century, a long experience of managing business has been accumulated. Because of the larger number of business enterprises (in comparison with the number of non-profit organizations), the body of experience gathered is much greater in the field of business management than in the related fields of non-profit organizations. For these reasons, business management practices are usually more advanced than other types of management, and hence better known.

Lately, there has been an obvious trend towards applying business management concepts, methods and practices to the management of non-profit organizations. This can be seen in the concern of non-profit organizations to manage their affairs better, as well as in the programmes of leading business schools which now include many courses on the management of non-profit organizations. These trends have come about in response to a considerable demand from governments, military establishments, philanthropic organizations, and international institutions.

The course material of this guidebook is intended for actual or potential managers of broadcasting and communication organizations. It presents relevant concepts, methods and practices as they exist in business management. Naturally, the concept of profit will appear several times in the material to follow. This is only to be expected since management and profit cannot be separated from the business literature in such a way that management is presented by itself and

profit scratched out. If one attempted to do this the whole of management would have to be rewritten. There is a simple solution, however, and that is to consider non-profit organizations as operating at zero profit. Thus, they can be considered as a special case of business organizations where profit is usually positive. Managing non-profit organizations is, in a sense, more difficult than managing business enterprises because profit provides a driving force to motivate those directly involved and it offers a clear objective to look for. Non-profit organizations, on the other hand, must motivate their people otherwise, and devise their own appropriate objectives.

This guidebook is addressed to trainers of communication managers. It contains a discussion on training methodologies; data for innovative course designing according to needs and situation; and resources for study materials, supplementary texts, and educational aids. The guidebook can also be used on a "self-learning" basis, though there will be areas of management where the teacher-free format will work to disadvantage since it would not provide in-depth background or needed insight into specific cases. Admittedly, much of the material is not written in an original form but draws heavily from important contributions already extant. As business management is a fairly well advanced field, it was not felt necessary to "reinvent the wheel".

EDUCATIONAL TRENDS IN MANAGEMENT

In the last two decades, many ways of improving teaching efficiency have been studied. Innovative educators, responding to the overcrowded school, student unrest and other problems have scrutinized the function of teaching from all angles and points of view, and have launched many attempts to modernize education. For several years hopes were held high that educational technology would become a viable means to cheap and high quality education. The idea was that teaching material could be developed and widely used in a "teacher-free" fashion so that qualified teachers could be liberated from repetitive classroom teaching and be substituted by audio-visual material, computer aided instructions or pre-recorded lectures and teaching through mass media, specifically TV. It was believed that freeing teachers from the classroom could have made available large human resources for the development of more and better educational material. In addition, the possibility of mass production was believed to be a way of reducing the cost of teaching material and bringing it within the reach of everyone wanting to study.

Unfortunately, these dreams have not yet been realized. Up to now the teacher is still the indispensable bearer of the educational message. No satisfactory substitute has yet been found to replace him. This is not to say that educational innovations have not been made; on the contrary, there have been many. But the direction has been towards aiding (rather than replacing the teacher) and allowing him to do his job better, in a more exciting and satisfactory way. Efficiency of communicating ideas has overtaken the previous concept of merely producing cheap education.

Briefly, this new tendency has been developing on two fronts:

- (a) allowing the student to follow a given course at his own pace; that is, while still preserving the classical classroom structure, enough variety of material is provided so that everyone can find his own assimilation speed;
- (b) moving away from the concept of teaching and all the passivity it involves, to the idea of learning.

Learning involves more than just listening to a lecture. A learner orientation in education requires the integration into the classical teaching idea, of many other approaches such as audio-visual material, game playing, scenario construction, internship, computer based activities, interaction among participants, and case studies. Many of these innovations are still in their infancy, but their eager acceptance by educational institutions demonstrates the direction of future education.

A "learning" approach to education cannot be given in recipe-type answers. It requires an examination of the specific teaching needs, the teachers involved, the resources they have available and the amount of time they are willing to devote. For innovative teaching puts heavy demands on resources and the time of those designing and teaching such courses. This is the cost one has to pay for creating a better learning environment.

Within the field of management there are four basic approaches to education:

- (a) the first can be called the lecture approach where the teacher talks in front of his class for the majority of the class time. More enlightening forms of lecturing will involve some interaction from the participants. However, there are constraints which often do not allow this, particularly large groups of students;
- (b) the second approach is still lecture intensive, but it is supplemented by several non-lecture activities such as exercises, audio-visual materials, simulation and games, and some degree of student participation;
- (c) the third approach is completely different and highly participative. It is called the case study, or case method. It centres around a management situation or problem which is discussed by the participants while the professor plays the rôle of a mediator directing the discussion towards some preconceived goals, rather than himself explaining the main educational points of the case. The case method, a completely participative approach, assumes that learning will take place through the interaction among the participants of the class;
- (d) the fourth is any combination of the previous three approaches: lecturing, case method, or other material.

The case method approach to the teaching of management is mainly used by the Harvard Business School and other schools following in its footsteps. The advantage of the case method, according to its advocates, is that it is practical and pragmatic. It presents real life situations and it requires decisions about actual cases. Furthermore, it motivates the participants, increases group interaction, and makes learning endogenous. That is, learning develops from within the group itself and through their own previous experiences.

On the other hand, there are several disadvantages in using cases. First, cases refer to specific situations which sometimes cannot easily be generalized; sometimes, generalizing from specific cases can even be dangerous. Second, without proper grounding in the fundamentals of management, cases tend to minimize the importance of theory, with grave consequences for intellectual development. Thirdly, cases require large amounts of time to be read and discussed in small groups before discussion with the class in plenary. Finally, cases can reduce the rôle of the teacher to mediating among different viewpoints rather than providing the knowledge which he possesses and which may be extremely useful for the students. (Appendix D provides a description of the case method, comparing it with other methods.)

Approach (d) has assumed extra significance since the introduction of the computer into the curricula of management education. Basically there are two major types of computer usage: the first is called batch processing; the second, time-sharing. Batch processing computer is widely used by industry or other big organizations. It requires a preconceived set of instructions to be fed into the computer. The utilization of batch processing is rather difficult and requires expert programmers to perform it. Time-sharing, on the other hand, is very simple. It requires less than one day for a completely inexperienced student to learn how to utilize the computer; afterwards, it is extremely simple to interact with the computer on several levels of complexity. The most common use of time-sharing computers is the utilization of existing programmes which the students and managers can use for either making more intelligent decisions or facilitating their jobs. In innovative teaching, time-sharing computers can be used for management games and simulation exercises. The computer becomes the resource for experimenting in a laboratory-type atmosphere with real management problems and situations.

In terms of recommendations, it is believed that approach (d) provides the maximum benefit for the students. The basis of teaching should be one of interactive lectures illustrated with several cases and supplemented with additional material either in audio-visual form or in terms of a computer. This integrated approach should provide the maximum benefit for the students. Upon examining background and needs, the course director should decide the mixture of the three approaches described above. The guidebook will provide sufficient material to allow an easy choice among several possibilities.

METHODOLOGY OF THIS GUIDEBOOK

Objectives

The guidebook is divided into two sets of courses, each with a different set of objectives. Part II presents a four-week set of courses in general management, addressed to middle managers of communication organizations. The overall course objective is to provide them with a thorough introduction to the techniques of modern management and to show how these techniques can be applied either to daily operations or to long-term planning and efficiency. A good part of the programme deals with the human side of management (that is, social behaviour, rather than operational techniques). This is to assure that actual and potential managers also become aware of the human problems involved in running large organizations, whether this implies a threatening replacement of junior clerks by a computer or human reactions to daily management decisions. In some of the courses actually given in developing countries, it was found that the social behaviour courses not only helped in eliciting and analysing deeper supervisory problems, but also provided various means for solving them.

The four-week course spreads generally over several management disciplines and covers all aspects of management in an integrated, coherent manner (see Table 1).

Table 1

Area options	Number of sessions
Finance and Accounting	10
Organizational Behaviour	12
General Management	4
Marketing	2
Computers	1
Statistics and Operations Research	3
Production and Operations Management	8
Management Information	1
Communication Management	5
TOTAL	46

Part III discusses several alternatives for one-week courses in specialized areas of management. The general objective of this set is to enable middle and upper managers to acquire improved technical expertise in highly specialized areas of management. Each course will, of course, have its own specific objectives. Table 2 shows the course areas.

Table 2

One-week specialization courses

Area options	Number of sessions
Accounting and Finance	12
Organizational Behaviour	12
Statistics, Operations Research and Computers	12
General Management	12
Production and Operations Management	12

It is suggested that the two one-week courses "Production and Operations Management" and "Accounting and Finance" be turned into a teacher-free form. This could be done by incorporating self-paced learning books, audio-visual material, study-cases, group and individual exercises, and non-computer simulation in a teaching package. This could then be used within communication stations with the aid of a generalist training officer. It is believed that from the practical point of view these subjects are of absolute necessity and of direct relevance to communication managers. Therefore these courses should be taught to as many participants as possible, in the most economical and practical way.

On the other hand, developing material in teacher-free format is not practical for the other courses for two reasons. One is that too few managers will benefit from the programme to justify the development cost, and the other is that the teacher-free format does not create the right learning environment for these courses. All other courses are either concept oriented or do not directly relate to the immediate tasks of communication managers.

General methodology

The field of management is a constantly changing one; improved techniques, approaches, data and resources will always require at least an annual revision of texts and training materials. For this reason, it is difficult and even inadvisable to attempt a definitive management handbook. And as the management of communication resources is an even newer field, data and techniques are constantly being updated. Consequently, this guidebook focuses on operational areas of management in the form of two sets of course outlines each providing references for texts and materials. While the general subject-areas of management will not change significantly over the years, the techniques, technologies, and consequently the readings will. The references are therefore not meant to be final, but are to be updated as required. As several general texts are already available, it was decided not to incorporate these in toto in the present text, but only cite the needed references.

In an established business school, many of the course subjects are designed as an entire semester's work; some could stretch into several sub-specializations with the complete subject area requiring a year's study or even comprising an entire degree programme. In an attempt to respond to the time pressures of today's communication managers, general management subjects were compressed into a four-week course and specialized areas were further reduced to one-week courses. This was considered the absolute minimum time possible for conveying the basics in communication management. Undoubtedly, the greater burden is placed on the trainee to read on his own, to follow up with further readings in his home country, and to attempt to introduce as well as he can the knowledge and techniques he has learned and, hopefully, will continue to learn. The course itself ought not to be the end of the learning experience.

Both the four-week and the one-week courses provide the most comprehensive selection of subject areas. Depending on time pressures and the participants' particular requirements, some sessions may be eliminated and others expanded. Each course outline suggests appropriate alternatives. The guidebook thus tries to present a complete overview of communication management, while leaving the course director the option to select and develop what is relevant, eliminate what is unnecessary, and synthesize the entire course into a composite learning experience for the participants.

Particularly in the area of case studies, the course director is encouraged to elicit and prepare cases based on selected participants' actual management experience. These not only provide relevant situations within the familiar universe of the participants, but can often lead to helpful group learning experiences, and possibly provide experienced management advice on the cases.

In the preparation of these cases, care must be taken to maintain anonymity and to be aware of the possible sensitivities of various cultures. Cases must be written with sufficient data and lead to a specific set of problems for discussion. Appendix C has two such cases developed from a course held in Kuala Lumpur in 1975.

Parts II and III to follow will provide specific methods and readings, as well as alternative outlines.

PART II

COMMUNICATION MANAGEMENT: A FOUR-WEEK COURSE

Part II is divided into two sections: Section A deals with course organization and design for the four-week programme. Section B describes the course material and resources. Part of the material will have to be distributed to the participants of the programme as it forms the basis of class discussion and learning.

A. COURSE ORGANIZATION AND DESIGN

Co-ordination

Teaching a four-week management programme involving 7 courses requires a lot of co-ordination, to maintain cohesion and avoid serious overlaps. A course director should be appointed whose job is to "unify" the programme into an integrated entity. The co-ordinator will have to guard against several problems. First the schedule must make sense; the sequence of the various courses should be such as to provide a continuous and firmly grounded build-up. Obviously, topics that are prerequisites for one course should be presented before that course. Even though this last rule looks obvious, often it cannot be implemented because of timing constraints on the part of teachers. As a general rule there should be a balance between courses requiring skills (such as Finance or Statistics) and others involving human or administrative abilities (such as Organizational Behaviour or General Management).

Secondly, a dialogue should take place between the course director and the individual lecturers of the different courses. Usually, a professor would like to teach the standard course he has taught several times before. This may not always be in the best interests for the programme or the participants. On the other hand, it will be difficult to force a professor to teach a course with which he is not familiar. Thus, dialogue should start with the course director suggesting an outline and the lecturer modifying it by introducing some of his own material. Ideally, a compromise can be made by which the original outline does not change much in topics, but might change somewhat in content.

Thirdly, the course director will have to take care that the abundance of material taken from the business world would not turn the course into one for business management. Ideally, one could have attempted to design a management course strictly for communication organizations, but such a task would have been difficult and expensive because of the lack of appropriate material and qualified human resources. In the beginning of the programme, it should be made clear to the participants that business concepts will appear during the course but they ought not to be bothered by them. The important thing to learn is not the surroundings of the business world, but the system and concept of management developed from the business data.

Finally, the workload must be correctly balanced; too little work is as detrimental to learning, as too much. This balance is a difficult thing to know beforehand because it depends upon the participants' intellectual abilities, their backgrounds, their command of the working language (in international courses), and their motivation to learn. It is recommended that the course schedule be flexible and adjusted as needed.

Presentation of the courses

A general presentation of the four-week course should be given to the participants before the programme starts. An example can be seen in Appendix A.

Description and objectives of each area course

1. ORGANIZATIONAL BEHAVIOUR (OB)

Objectives

This course aims at increasing managerial effectiveness through the systematic development of behavioural skills and the understanding of organizations, groups and individuals. A manager or administrator is continually confronted with discouragingly complex human and social situations; he is repeatedly tempted to single out one piece of behaviour as responsible for the undesirable consequences that he must cope with. This course begins with the examination of individuals and proceeds to the analysis of groups and organizations; but to guard against the tendency to "find the villain", it emphasizes that each element of behaviour, whether of an individual group or a large organization, is part of a system of interrelated and interdependent parts.

The course focuses on general management problems rather than on the development of specialized skills or techniques. It is directed to persons in middle-level positions, to assist them in the development of professional managerial skills and understanding. To do this, the course draws upon the most relevant and stimulating of concepts, topics and pedagogical approaches within the Behavioural Sciences. Concepts, cases and exercises are used to increase the manager's understanding of himself and his organizational environment. The course has a strong orientation towards an experience-based approach which intends to train practising managers, not theoreticians; it emphasizes managerial skills over theoretical or methodological sophistication.

It is presumed that the course will be taught by an instructor who has a thorough knowledge of the Behavioural Sciences, and of Organizational Psychology in particular. The course is designed to be taught parallel with other management courses, and in particular with a course on General or Supervisory Management.

Course description

The course consists of 17 sessions, which vary in duration from 1 1/2 to 4 hours. Four of these sessions cover important areas of General Management, starting with the process of self-assessment and the understanding of Interpersonal Behaviour. From here, the sessions build toward skills in analysing and influencing large and complex organizational systems. The four basic areas are as follows:

- (1) Interpersonal Behaviour: The objective is to examine concepts and develop skills in understanding one's own behaviour and in relating to other people in one's work or social environment.

More specifically, this covers the mechanics of perception; the development of listening and communication skills, and the development of one's interpersonal style of behaviour;

- (2) Group Dynamics and Team Building: The objective is to increase the awareness of group and intergroup processes as they affect organizational performance and to increase individual effectiveness at working in and managing groups.

This aspect of the course is furthermore important to the extent that learning takes place in small groups that prepare cases and classes. In the same way that organizational results may sometimes depend on the performance of a team of people, so the results of this programme may to some extent depend upon the effective functioning of the small preparation groups;

- (3) Motivation, Influence and Leadership: The objective is to develop the capacity to direct one's behaviour, influence the behaviour of others, and be influenced by others so as to achieve professional, managerial and personal goals.

More specifically, this implies some understanding of motivational theory, of one's own motives and assumptions, and their effect upon others; understanding of leadership style and of modes of influence and power in organizations;

- (4) Organizational Design and Change: The objective is to provide participants with an understanding of the complexity of organizations, to develop skills in the diagnosis of such systems and in the initiation and monitoring of change in such systems.

In addition, the introduction to the course, which should be the first session of the overall programme, is designed to create the appropriate learning environment, where participants themselves take the initiative. The last session is similarly intended as the concluding session to the overall programme; organized by the instructor in Organizational Behaviour but with the participation of all other instructors, it encourages participants to undertake a personal integration of learning, knowledge and skill development acquired during the programme, to set developmental goals for the future, and to transfer progress made during the programme to the job situation.

Course outline

- (1) Introduction and Perception Exercises

Introduction

Getting Acquainted and Group Presentation Exercise

Young Lady/Old Lady Exercise

- (2) Communication and Listening

Introductory Lecture-Discussion

Listening Exercise

One-way/Two-way Communication Exercise

- (3) Interpersonal Style

Johari Window Exercise

- (4) Values and Management

Case: Should He or Shouldn't He?

- (5) Group Dynamics and Group Decision-Making

The Desert Survival Exercise

- (6) Group Dynamics and Intergroup Conflict

The Construction Exercise

(7) Group Process Analysis

The Managerial Grid of Interpersonal Feedback

(8) Motivation in Organizations

Case: Tubident

Characteristics of Associates Questionnaire

(9) Motivation

Thematic Apperception Test

(10) Influence and Power in Organizations

Exercise on Sources of Power in Organizations

Fishbowl Procedure

(11) Group Dynamics and Influence - Integration

Film: Twelve Angry Men

(12) Organizational Structure and Design

Lecture - Discussion

(13) Organizational Structure
and

14) 2 Case Analyses (suggestions for cases indicated)

(15) Organizational Change and Organizational Development

Case: The U.S. Department of State

(16) Life Styles Choices and Home-Work Conflicts

Case: Carpenter

(17) Integration and Transfer of Learning

Methodology

As the course moves from examining the individual to examining complex social systems, so the course methodology moves from one that is experiential to one that is case-analytic. The early part of the course makes much use of exercises and simulations to create personal experiences that become the basis for analysis and interpretation. In the analysis of behaviour, alone or with others, there is no more powerful material than one's own concrete experience. Various instruments are therefore used to create such experiences, which are subsequently diagnosed and assessed in small group and/or class discussions. In the detailed course outline, reference is made to behavioural science concepts which the instructor should explain in the class analysis of the experiences.

As the course moves toward the domain of complex organizational systems, their functioning, design and change, so the methodology of the course moves to an approach which is naturally more concept oriented, for it is through the application of conceptual frameworks and diagnostic skills that one can come to grips with complex systems. Frequent use is made of case material. The "Monopoly-Bureaucracy" case which is recommended for session 14 would be a particularly useful analytic integration of all the preceding sessions.

Prior to the programme, all participants are divided into groups of about 4 - 6 persons. These groups are the units where cases and class work are prepared, where exercises take place, and around which the important team-building activity develops. The focus on group analysis in this course should pay off in other courses in terms of the quality of the preparation of work.

Alternative outlines

If the number of sessions taught is to be reduced, then 3 suggested alternatives can be made:

Alternative 1: Cut out sessions which are of lower priority while retaining a review of all 4 major content areas. The order in which sessions should be cut is as follows, these being lower priority sessions:

Twelve Angry Men (11);

Should He or Shouldn't He? (4);

Construction Exercise (6);

Carpenter (15);

Interpersonal Style (3);

Motivation (9);

one of the organization structure cases (14);

Alternative 2: Eliminate the whole area of Group Dynamics and Team Building, i.e. eliminate sessions 5, 6, 7, 11 and the fishbowl procedure in 10;

Alternative 3: Eliminate the whole area of Organizational Design and Change, i.e. eliminate sessions 12-15 inclusive.

2. ACCOUNTING AND FINANCE

Objectives

There are two major objectives:

- (a) to supply the participant with the necessary background so that he can effectively use accounting as a management tool;
- (b) to cover the basic aspects of financial management and illustrate how they can be used as a basis for making sound financial and control decisions within the organization.

Course description

The course consists of 10 sessions each of 1 1/4 hours duration. It covers four topics of Managerial Accounting. These are the following:

- (1) Measuring and Reporting Accounting Data deals with the basic accounting statements. It assumes that the participant has little or no previous knowledge of accounting and provides him with the principal accounting concepts and methods;
- (2) Financial Analysis Techniques deals with the presentation and use of ratios and fund flow analysis. It concerns developing measures of performance;
- (3) Cost Control System uses accounting as a tool of planning and controlling. It discusses the types of costs involved, their behaviour and their importance to decision-making;
- (4) Investment Appraisal and Evaluation deals with procedures and methods of selecting investments with the highest potential returns from a number of alternatives.

Course outline

- (1) Accounting: An Overview
Introduction to Accounting
The Balance Sheet
- (2) Basic Principles and Concepts
Income Statement
- (3) Analysing Financial Statements
An Introduction to Financial Analysis Techniques
Comparative Financial Statements
Graphic Presentation
- (4) Analysing Financial Statements
How Ratios are Used
Measuring Liquidity
Measuring Long-term Financial Positions
- (5) Analysing Cash Flows
Purpose of Cash Flows Analysis
Operating Cycle
Statements of Cash Flow
Preparing and Analysing Cash Forecasts

(6) Cost Systems

Fixed Variable and Semi-variable Costs

Break-even Point Analysis

Marginal Costs

(7) Elements of Cost Accounting

Managerial Advantages

Cost Systems

(8) Preparing Fixed and Flexible Budgets

Types of Budgets

Preparing a Production Budget

Flexible Budgets

(9) Investment Appraisal

Appraisal Methods

Introduction to DCF Techniques

(10) Investment Appraisal

Case Study

Methodology

The course starts with basic accounting principles and methods used and then aims to use them in such a way that the financial structure of the organization can be understood. The final step is to discuss how accounting and finance can be used to plan and control an organization more effectively. The course is not technique oriented but rather aims at showing how the techniques can be used to increase the comprehension capacity of its manager and help him make the right financial and control decisions.

Alternative outlines

- (1) Use the AGL (Automated Group Learning) course "Finance for Non-Accountants". The advantage of this audio-visual course is that it motivates the participants. It is based on group learning; it includes many exercises and mini-cases as well as several feedback sessions. It can be run without an instructor. The disadvantages of AGL are: it cannot always be adapted to the specific needs of the programme (i.e. exclude as much as possible business-oriented material); it may be too simplistic - however this may be considered by some as being an advantage; and unless experienced faculty or trainers are present, there is no provision for in-depth probing and discussion.
- (2) Follow the text Managerial Accounting very closely using chapters 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 14 for the ten sessions.
- (3) Use the AGL for two days covering the accounting part and proceed with sessions 6, 7, 8, 9 and 10 of the outline.

3. PRODUCTION AND OPERATIONS MANAGEMENT

Objective

The course is aimed at operations managers; its objectives are:

- (a) to illustrate the important concepts involved in effective operations management;
- (b) to demonstrate the interface between operations and other parts of the organization; and
- (c) to convey guidelines that can be used in planning and analysing an operating system.

Course description

The modern supervisor has responsibility for planning, operating, and controlling the production and personnel functions within his department. He has a voice in decision-making, job design, job analysis, and quality control of his operations. He is the first filter between the operating team he supervises and the management of his organization. As such his job is extremely important in the overall organization. The four sessions will show how the operating manager can increase his awareness of the interrelationships of human, organizational, and social factors which determine his effectiveness and his ability to meet the demands of his rôle.

Course outline

(1) Supervision: An Overview

The Main Job of Supervisory Management

Approach to Supervisory Management

(2) Designing Jobs

Work Methods

Time Studies

Barriers to Design

(3) Process Analysis

Operating Systems

Problem Diagnosis

(4) Case Study

The Office of Senator Ronald R. Kenmore

(5) Work Scheduling

The Gantt Chart

Case: Eastern Airlines

(6) Scheduling Methods

PERT

CPM

(7) Handling of Inventories

Inventory Models

Practical Uses of Inventory Theory

(8) Maintaining the Proper Organizational Environment

Appraising Performance

Giving Orders, Introducing Change, Conducting Meetings

Maintaining Discipline and Morale

Handling Complaints and Grievances

Methodology

This course provides a general introduction to the tasks of production and operations management. It starts with a general review of what an operations manager does, then moves into his two main tasks of job design and scheduling. Finally, it deals with some general ideas on maintaining a conducive organizational climate in the work environment.

Alternative outlines

- (1) Depending upon the number of sessions used (8, 7, 6, etc.) use all eight sessions in the outline. Otherwise exclude Nos. 5, 3, 8, 7 or 6 in order of preference.
- (2) Use chapters 1, 7, 10, 14, 15, and 18 of Supervisory Management. In addition use the case: "The Office of Senator R. Kenmore" and sessions 6, 7 and 8.

4. GENERAL MANAGEMENT

Objectives

The objectives are:

- (a) to sensitize managers at all levels about the fundamental concepts of the management process, that is organizing, planning, leading and controlling;
- (b) to present ways of general problem solving and show how they can be used more effectively.

Course description

A General Management course means different things to different people. It can be looked at from the point of: providing general knowledge of all functional areas of management; discussing management strategy or policy; focusing on the process of management (i.e. organizing planning, leading and controlling);

or giving a general approach to problem solving. Given the limited time available (3 or 5 sessions) the course will be presented in a summary form, in terms of the last two approaches (process of management and management as a problem solving profession).

Course outline

(1) Organizing

Authority

Responsibility

Accountability

(2) Planning

Establishing Objectives

Formulating Strategies

Developing Plans

(3) Leading

Theory X and Y

The Managerial Grid

Practical Leadership Behaviour

(4) Controlling

Areas where Control is Necessary

Elements of Controlling

Human Aspects of Controlling

Guidelines for Control

(5) Problem Solving

Problem Diagnosis

Identifying Alternative Courses of Action

Choosing among Alternatives

Methodology

Given the limited sessions, the methodology of the course is simple. It moves from each of the major functions of a manager to an integrated approach of how he can identify and solve problems.

Alternative outlines

- (1) Where only 4 or 3 sessions are desired, omit session No. 1, or 1 and 3 respectively.

- (2) Approaching the course from the strategy point of view, the outline then could be:

1. General Management Is Everybody's Business;
2. The Company and Its Environment;
3. Case: Satellite Communications;
4. How to Choose a Leadership Pattern;
5. The Effective Decision.

Sessions 4 and 5 should be omitted, if only 3 or 4 sessions are desired.

5. MARKETING MANAGEMENT

Objective

The objective is to provide an idea of the meaning of marketing and its possible implications on non-profit organizations such as broadcasting.

Course description

Two articles form the basis of the course. Either of them can be used if one session is available, or both where the programme allows two sessions.

Course outline

(1) The Meaning of Marketing

The Marketing Concept

Characteristics of the Marketing Problem

(2) Marketing of Services

The Service and the Consumer

How Marketing Can Be Used

Methodology

Any introductory chapter of a good marketing textbook will serve the purpose of introducing the concept of Marketing.

Alternative outlines

- (1) If only one session is available, use Session No. 1.
- (2) Use the first chapter of any good marketing book and use Levitt's article on "Production-Line Approach to Service".

6. COMPUTER

Objective

The objective is to present in one or two sessions an account of what a computer is, what it can do, and what are its potential powers.

Course description

In one or two sessions, there is not really enough time to go into any depth, therefore the discussion will have to concentrate on the most important aspects of the computer. The course will be based on a chapter or two of a book called Introduction to Electronic Data Processing.

Course outline

(1) An Introduction to Computers

What Computers Can Do

Social and Organizational Implications

(2) What Data Processing Is

A Case Study

Methodology

The methodology is simple; its purpose is to present in a simple practical way the capabilities of the computer. If there are two sessions available, illustrate how the computer works through a case study.

Alternative outlines

Any introductory chapter of a good book on computers will suffice. Some alternative chapters are included in the teaching material.

7. STATISTICS AND OPERATIONAL RESEARCH

Objective

The objectives of this portion of the three-week programme are:

- (a) to illustrate the use of quantitative approaches to managerial situations; and
- (b) to examine some statistical and operations research techniques which can be utilized to improve the decision-making process.

Course description

The course will limit itself to some of the most applicable methods of management science (i.e. Statistics and Operations Research). It will be a practical attempt to illustrate concepts rather than teach statistical techniques.

Course outline

(1) Decision theory

Introduction to Decision Theory

The KMN Case

(2) Decision Theory (continued)

Decision Trees

Expected Value of Perfect Information

Assessing Probabilities

(3) Statistical Surveys

What Statistical Surveys Are

Analysing and Interpreting the Results

(4) Other Important Areas of Management Science

Inventory Models

Forecasting Methods

Simulation Models

Methodology

The course will start with a case illustrating the advantages of decision theory in solving management problems. Then it will move to the more traditional area of survey research and illustrate how this can be used. Correctly applied, surveys can help broadcasting stations know what the public thinks about their programmes. If a fourth session is available, inventory, forecasting, and simulation models should be included so that the participants get a general idea of other techniques available in the area of Management Science.

Alternative outlines

- (1) Omit session 4 when only 3 sessions are available.
- (2) Extend the two sessions on Decision Theory to three by incorporating an additional session on assessing subjective probabilities.
- (3) Look at the course from a classical point of view and include the following 3 or 4 sessions:
 1. Statistical Surveys;
 2. The Mean and Variance; and how they can be used to analyse statistical data;
 3. Confidence Intervals and Test of Hypotheses;
 4. Forecasting Methods.
- (4) Follow the first 3 or 4 chapters of simple statistics books.

8. MANAGEMENT INFORMATION SYSTEMS (MIS)

Objective

The objectives of this course are:

- (a) to introduce the concept of MIS; and
- (b) demonstrate its present and potential usefulness to management.

Course description

MIS will be examined against the background of the immense powers of computer capabilities so that the potential of MIS can be seen. MIS are already operational in American and, to a lesser extent, in European broadcasting organizations and are showing massive implications on programming. The question of how MIS could be applied to the participants' organizations will be explored.

Course outline

(1) An Introduction to MIS

Case Study

(2) Computerized MIS

The Computer as a Central Processor

Present and Future Trends in MIS

Methodology

The methodology of the one or two sessions is to start with practical, easily understood situations; show how they can be designed into an information flow system and incorporated into a computerized management information system.

Alternative outlines

- (1) Simply use session 1, if only one session is available.
- (2) Any introductory chapter(s) of a good book of MIS can be used.
- (3) Look at MIS from a more theoretical point of view by exploring its relation to the systems approach to management and the more general problem solving ability of MIS systems.

9. COMMUNICATION MANAGEMENT

Objective

The objective is to attempt to apply the general management principles discussed in class to the specific problems facing broadcasting managers.

Course description

The available sessions should be divided into two groups: (a) those dealing with cases drawn from broadcasting management (such as the two given in Appendix C), and (b) those dealing with the question of how the different concepts, methods and approaches examined during the programme can be applied to broadcasting organizations.

Course outline

- (1) Case Study
- (2) Case Study
- (3) Assignment
- (4) Applicability of General Management Concepts, Methods and Approaches to Broadcasting Management

Methodology

The basic methodology is to deal with specific cases which can be understood by the participants, as they relate to problems they know well; and then move to the discussion of how course data on communication management can be applied to their own organizations.

Alternative outlines

Five sessions should be the minimal number devoted to Communications Management. When more cases on the subject are available, it is preferable to schedule up to 10 sessions dealing with specific cases on Communications Management.

Suggested schedule

The first day should consist of three sessions devoted to an introduction to the programme and Organizational Behaviour. The participants should be separated into groups of 4-6 people so that they get to know each other. The purpose is to utilize some of the OB exercises to break the barriers in communication among the group members and the groups themselves, and to introduce to the participants the idea that they can be freer in interacting with each other. It is suggested to start the course by posing the question - "What is the most critical part of your job?". Once this has been discussed for about 30 minutes, then the instructor should ask - "What is the most difficult part of your job?" and afterwards "What is the most time-consuming part of your job?". The discussion will usually lead on to talking about all aspects of a manager's job. It will bring about the need to understand people, be efficient and effective, and be able to be a good "politician". The purpose of the introduction is to explain that management does indeed deal with all these problems and at the same time encourage the participants to talk about problems they are all aware of.

Day two

A balance between technical, general and behavioural topics is desirable during the course. Thus, the recommendation for day two is:

1. General Management
2. Accounting and Finance

Day three

1. Accounting and Finance
2. General Management
3. General Management

Day four

1. Organizational Behaviour
2. Organizational Behaviour

Day five

1. Computers
2. MIS
3. Organizational Behaviour

Weekend

Day six

1. Accounting and Finance
2. Accounting and Finance
3. Accounting and Finance

Day seven

1. Organizational Behaviour
2. Statistics and Operations Research

Day eight

1. Marketing
2. Marketing

Day nine

1. Accounting and Finance
2. Organizational Behaviour

Day ten

1. Organizational Behaviour
2. Organizational Behaviour

Weekend

Day eleven

1. Accounting and Finance
2. Accounting and Finance
3. Organizational Behaviour

Day twelve

1. Statistics and Operations Research
2. Organizational Behaviour

Day thirteen

1. Accounting and Finance
2. Organizational Behaviour

Day fourteen

1. Statistics and Operations Research
2. Organizational Behaviour

Day fifteen

1. Accounting and Finance
2. General Management

Weekend

Day sixteen

1. Production and Operations Management
2. Production and Operations Management
3. General Management

Day seventeen

1. Production and Operations Management
2. Production and Operations Management

Day eighteen

1. Production and Operations Management
2. Communication Management

Day nineteen

1. Communication Management
2. Communication Management

Day twenty

1. Communication Management
2. Communication Management
3. Organizational Behaviour

B. TEACHING MATERIAL

Section B consists of the course material for each of the seven courses included in the 4-week programme. The material is arranged according to a session by session basis. A detailed course outline, readings, exercises, cases and explanation of the purpose(s) of each session are also given. The reading material itself is summarized and referenced at the end of each course.

1. ORGANIZATIONAL BEHAVIOUR

Session 1: Topic: "Introduction and Perception"
(recommended time: 3 hours)

Readings:

- (83) "Skills of an Effective Administrator"
This article explains what is meant by human or behavioural skills and explains their importance for effective performance in the managerial rôle, contrasting them with technical and conceptual skills.
- (102) "Perception"- Implications for Administration"
This article explains how we perceive the world through various conceptual filters and defences, and translates our knowledge of the nature of these defences into practical implications.

Exercises:

Getting Acquainted and Group Presentation Exercise

Each participant is simply asked to "get to know" in 10 minutes another member of his group; 10 minutes later someone else will in turn attempt to get to know him. No constraints on how one should get to know another person are imposed. One participant in the past used the highly effective but imposing method of asking to see the other's wallet contents! Participants then meet as a group, and each person is then asked to present the person who he has interviewed; the person being presented should during this time not intervene with corrections or additional information. The group then discusses how one gets to know another person and meets afterwards in class together. The instructor discusses the formation of first impressions, strategies for getting acquainted with another, the relative importance of letting the interviewee talk versus asking specific questions, and the feelings of members when being presented by another.

This exercise tends to unfreeze the participants and is an appropriate entry strategy, since an important skill in any new situation is that of getting to know others. It also begins the process of group building and naturally introduces the topic of perception.

Young Lady/Old Lady Exercise

Two sets of cards are distributed to participants, one set on one side of the class and another on the other side, but in such a way that they are unaware of receiving different cards. The cards show ambiguous yet similar pictures, one of which tends to be viewed as an old lady and the other as a young lady. These cards are only seen for 10 seconds and then are recollected. Participants are then briefly shown a slide of a picture which can be perceived

as either a young or old lady. They are asked to indicate her age, and estimates of course vary from 15 to 90, depending on preconditioning by the cards. The person with the highest estimate is asked to convince the person with the lowest estimate. Typically, an animated attempt to convince the other ensues. Most participants slowly come to be able to see both ladies in the same picture.

This classic and effective exercise will be known to most instructors, and therefore materials are not enclosed. It demonstrates the importance of perceptual preconditioning. The implications and management analogies should then be discussed in class. As an alternative, a projective picture such as one from a TAT (Thematic Apperception Test, Reading 109) may be used. After briefly being shown such a picture, participants are asked to write a 10-minute story explaining what is going on. The tremendous variety of stories shows the variety of perceptions arising from the same stimulus and how perceptions often tell more of the perceiver than of the stimulus. Stories can then be coded by participants for the need motives of achievement, power and affiliation.

Session 2: Topic: Communication and Listening
(recommended time: 2 hours)

Readings:

- (98) "Barriers and Gateways to Communication"
How one can communicate freely and more effectively is the main topic of the article. This is analysed from the standpoint of general human behaviour and in the context of the industrial world.
- (93) "Communication without Words"
A great part of what we communicate is through facial expressions and gestures. The author examines their importance in communicating feelings and attitudes.

Exercises:

Introductory Lecture-Discussion on Communication

The class begins with a 15-minute lecturette on the importance of communication, the obstacles to effective communication and the skills which must be developed. This is followed by an open discussion of these issues.

There are some useful articles for the preparation of this lecturette and the subsequent discussion:

- (96) "Conditions which Hinder Effective Communication";
- (72) "How People Interact in Conferences";
- (79) "The Presentation of self in Everyday Life";
- (97) "An Overview of Intercultural Communication".

Listening Exercise

The above discussion should be guided to focus on the importance of listening skills, especially the ability to listen with understanding. Participants are asked to practise these skills in their small groups. They are assigned a controversial topic to discuss. For example, the course director can

propose: the validity of the proposition that an important capability of a manager is his capacity to be influenced by others. Before expressing his views, each member of the group must re-express the views of the previous person talking to the latter's satisfaction. All group members should participate in the discussion, following which the group should analyse the results of the experience while still following the above rule.

One-Way/Two-Way Communication

Participants reconvene in class for a brief summary of the Listening Exercise experience. Then a further dimension is added to the concrete experience of communication skills by this exercise. As Roger & Roethlisberger indicate, communication is more effective when it is a two-way process, even though this may be more time consuming and less orderly. The exercise effectively indicates this. One participant is asked to place himself where he can be heard by the class but not seen by them. He is given a diagram of a geometric figure and is asked to communicate this to the class so as to ensure that everybody draws the figure accurately. During this time, none in the class may ask questions or make any noise or "communication"; the process is thus entirely one-way. Following an analysis of the results, the experience is repeated with another participant who, this time, faces the class with another diagram and who can accept questions from the class. The implications of the exercise experience are assessed.

The exercise has shown that under conditions of one-way communication, only 10-30% of the participants effectively understood the instructions and could represent the figure, whereas 90-100% achieved this under two-way conditions. In the discussion, the importance of facial and non-verbal forms of communication should be noted and commented upon.

If the instructor feels it preferable to utilize a case for this session on communication, a case called "Mr. Hart and Mr. Bing" (112) may be used. This describes a conflict between a foreman and a worker through the eyes of the two protagonists; the conflict can be interpreted in many ways, as participants will indicate, but can be most usefully seen as a result of a breakdown in communication, which is analysed in the discussion. The case, guidelines and relevant readings can be found in

Session 3: Topic: Interpersonal Style (recommended time: 2 hours)

Readings:

- (103) "Analysing and Increasing Open Behaviour: The Johari Window". The Johari Window is a conceptual framework for describing and analysing one's style of behaviour with other people. The two conceptual dimensions which underlie the framework and which have concrete implications for personal development are the degree to which one is open and genuine in one's behaviour toward others (exposure) and the degree to which one solicits feedback about one's own behaviour from other people.

An alternative but copyrighted procedure can be obtained from Teleometrics, Inc. (2200 South Post Oak Road, Houston, Texas 77027) entitled, "The Personnel Relations Survey". This utilizes a questionnaire which gives more objective results on Interpersonal Style, using the window concept. Norms on the scores are available for more than 1,000 managers and Teleometrics include a comprehensive teaching note.

Session 4: Topic: Values and Management
(recommended time: 1 1/4 hours)

Case (111): Should He or Shouldn't He?

The case describes a development project in South America, where a TV station is being constructed under the supervision of an American priest who has spent many years in the area, and a local entrepreneur. The focal person in the case is a Black American sent out by the Peace Corps to assist in this important project. During his stint, he gradually discovers the existence of various practices which, while in his eyes are corrupt, are apparently accepted locally. For example, the entrepreneur uses materials from the TV project to construct apartment buildings which are his own independent projects. To step in here might improve the efficiency of the project, but it might also bring it to a complete standstill. The American Peace Corps fellow finally faces this dilemma in an unavoidable way when he is offered a "kick-back" connected with the ordering of some materials which he must undertake. Should he accept this or not? Should he confront the priest with the issue, particularly since the priest is evidently aware of the practices, but chooses to turn a blind eye toward them?

This case is particularly appropriate when teaching a multi-cultural population or people who will be working in a third culture. The case is easy to teach since participants are usually very divided in their opinions. This leads to an exploration of their own particular values; they should also be encouraged to discuss other situations where they might face similar value conflicts. There is no "right" answer to the situation, but the analysis should clearly indicate the different alternative courses of action and their various consequences. If the instructor is interested in relevant background material on the Latin American culture, he might review the following articles:

Readings:

(99) "What Makes Pablo Run?"

(77) "U.S. vs. Latin America: Business and Culture"

Session 5: Topic: Group Dynamics and Group Decision-Making
(recommended time: 2 1/2 hours)

(104) The Desert Survival Exercise

After a lecturette on group dynamics and the process of group development, the class undertakes this exercise in small groups. The objective is to develop skills at decision-making in teams. A short note describes a situation where the group has crashed in a plane in the middle of an isolated desert. Individuals must first rank 15 items in order of their importance for survival. Then groups meet to reach a collective group decision on a ranking. These rankings are later contrasted with the objective ranking of a survival expert. An effective or synergistic group decision is one where the decision of the small group as a whole is closer to that of the expert, than any individual ranking. The barriers and gateways to team decision-making are discussed first in groups and then in class, where the concept of synergy on group work is introduced. After this discussion, the groups may be given a questionnaire which the instructor has developed to rate the effectiveness of the group and its members as a team. The group ends the day in a process of self-analysis, with the instructor as a consultant.

This exercise introduces the topic of group dynamics with the important domain of decision-making. This discussion will allow frequent reference to issues that have been raised in previous sessions of the course, such as Listening Skills. Typically one also finds that groups who have devoted some time to planning how a consensus should be reached result in more effective decisions. The presence of an observer to the group decision-making can enhance learning from the exercise.

Session 6: Topic: Group Dynamics and Intergroup Conflict
(recommended time: 2 hours)

Readings:

- (86) "Conflict and Competition among Groups - My Team can Beat Your Team"

Construction Exercise

Each group in class is given 100 5" x 3" cards, a pair of scissors, a roll of tape, and two colored markers. They are told to build "the best tower possible with these instruments and no others". The groups are given approximately 30 minutes to plan and 30 minutes to construct their towers. An observer is appointed to each group, preferably not a member of that group. Towers are then brought back to class, and placed in the room. The class is asked to vote which of the towers is the best, and participants typically vote of course for their own group's tower. At this stage, the observers may be asked to give the groups some process feedback on how they went about this task. An open discussion may then follow in order to try to reach consensus on the best tower, perhaps through appointed representatives of the groups, who discuss in front of the class (see Leavitt above). The class concludes with a discussion on this experience, focusing on the area of intergroup conflict.

This unstructured exercise is invariably a rich and profitable learning experience. Observers can give very useful feedback on group dynamics in an action-oriented task, while the problems of intergroup conflict come out clearly. One inevitable conclusion must be that it is better to structure tasks so as to avoid intergroup conflict rather than to try to resolve it later. The exercise is a realistic one, since it emphasizes some of the competitive elements of managerial life. Practical implications for managerial life are generated in abundance by the experience.

Session 7: Topic: Group Process Analysis
(recommended time: 2 hours)

The session should begin with 2 lecturettes each followed by a brief discussion on group dynamics. The first deals with the two aspects of group or interpersonal interaction: the task or productivity aspect and the human or maintenance aspect. One article which may be useful in preparation is "The Nature of Highly Effective Groups" (80). The second lecturette follows this with a consideration of the stages in group development. A lecture note on "A Model of Group Development" (82) is attached. This leads to one or two exercises, depending on what the instructor feels to be most appropriate.

- (a) The Managerial Grid: Participants complete in class the questionnaire (see reading 30) which covers five aspects of the functioning of their group. The concepts of the Managerial Grid which underlie this questionnaire are then explained and related to the previous lecture-discussions: a group is concerned with productivity and with people,

and an effective group has high concern for both. (See reading 26). The questionnaire is then coded to show how each person sees his own group on the grid. This is then analysed in groups, and the group is asked to plan appropriate steps for action. (This Managerial Grid is a short application of the method of Blake & Mouton.)

- (b) **Interpersonal Feedback:** Each participant completes some questionnaires in class which assess how he sees himself and how he sees the other members of his group.⁽¹⁹⁾ Participants then convene as groups to share and discuss these assessments. Each person indicates how he perceives himself, and others then say how they assessed him. Where there are strong divergences in assessment, this should lead to a discussion of the reasons. At the end, each person should write down some personal objectives for improving the effectiveness of his own behaviour based on the feedback. The session should be preceded by a short introduction on the conditions of giving and receiving effective feedback; the course director should stress that this is to be done with helpful rather than destructive intentions. Feedback should be specific, rather than general or evaluative, and should show respect for the integrity of the other person.

Session 8: Topic: Motivation in Organizations
(recommended time: 1 1/2 hours)

Case (91): Tubident, S.A.

The case describes a small toothpaste plant in Latin America. The workers in this plant are unskilled girls who are closely supervised by the owner-manager during the day shifts, leaving little room for autonomy and initiative. On occasional unsupervised night shifts they do have autonomy. The owner cannot understand the cause of the many small problems and incidents during the day shifts, and why productivity is higher during the night shift. Participants are asked to address this question in a small group discussion, and then meet to discuss the case in class.

This case is an extremely rich and profitable way to introduce the topic of motivation and management style. Although it is a business situation, the case is suitable for all persons in management positions. Suggested questions for analysis are: (i) analyse the organization, contrasting the day and night shifts; (ii) identify the managerial assumptions of Lopez and compare them with those of other parties; (iii) in the rôle of advisor to Lopez, what do you think should be done to improve the condition of the company? The last part of the discussion should focus on the importance of one's assumptions about the nature of other people, i.e. whether one assumes that people are lazy, can be trusted, are interested in their work, etc. Using Lopez as an example, the instructor should show how his assumptions are reflected in his attitudes and his behaviour, and how this leads to the kinds of behaviour on the part of his workers which confirm the initial assumptions. One's assumptions should thus be shown to be potentially self-confirming as would be suggested by the concept of the "Self-fulfilling Prophecy". This should lead to a presentation of the management theory of McGregor (Theory X and Theory Y) and the following demonstration:

(21) Characteristics of Associates

This questionnaire should have been completed by participants during a previous session, or possibly at the beginning of the programme. The questionnaire asks the participant to rate the extent to which people at various levels

of his organization's hierarchy possess certain qualities (dependability, willingness to change, initiative, etc.). The various levels are those of one's boss, those at one's own level, those of one's subordinates, and those of the lowest ranking employees in the organization. The mean scores having been computed in the meantime, these results are shown on a slide and discussed.

Invariably, people at one's own level are seen as possessing the characteristics to a more or less equal extent as those at one's boss's level. People at the subordinate level possess them far less, and persons at the lowest level are rated very poorly. Using the concepts outlined in the class discussion of Tubident, it is shown that one has favourable assumptions about oneself and one's peers but far less favourable assumptions about subordinates and lower-level employees. The concept of the self-fulfilling prophecy indicates that these assumptions may lead to a failure to utilize the resources of people at subordinate levels of the organization.

Session 9: Topic: Motivation
(recommended time: 2 hours)

(109) Thematic Apperception Test (The Test of Imagination)

The projective TAT is used to assess the participant's own style of motivation. Participants look briefly at an ambiguous picture of one or several persons in some situation. They are asked to write a story about this picture, explaining what is going on. Three to five pictures may be used, according to time limitations. Following this, the need concepts of achievement, affiliation and power are explained. Participants split up into small groups to code their stories for these 3 motive themes and discuss the results. In a subsequent class discussion, the concept of the Maslow need hierarchy is introduced, and its relation to the ideas of McGregor (session 8) is shown. If time is available, it is profitable to present ideas on work motivation, which draw upon the Maslow hierarchy, in particular the theory of Hygienic and Motivating Factors of Herzberg.

References for preparation or class handouts:

- (92) "A Theory of Human Motivation";
- (81) "One More Time: How do you Motivate Employees?".

Session 10: Topic: Influence and Power in Organizations
(recommended time: 2 1/2 hours)

Readings: (94) "The Two Faces of Power"

(110) Exercise on Sources of Power in Organizations

Participants are asked to complete a questionnaire where they evaluate themselves through the eyes of their subordinates. The questionnaire items have in fact been factor analysed by Prof. Mauk Mulder and fall into 8 categories representing different sources of power available to a manager. Participants meet in groups to discuss and label the factors (sanction, authority, expertise, persuasion, etc.) and to assess themselves in terms of the source of influence that they most frequently use. A number of alternative discussion procedures are indicated in the questionnaire.

This questionnaire provokes a long and lively discussion on how to influence others and the consequences of different influence strategies. The exercise is particularly effective in that the results can be related to previous discussions on interpersonal effectiveness, motivation, and leadership. Participants are encouraged to relate their conclusions to their practice and to set appropriate developmental objectives.

Fishbowl Procedure (optional with above)

If time is available and the instructor wishes to continue the process of group analysis and development. It is very profitable in this exercise to ask participants first to label the 8 factors themselves, and then to take turns in trying to reach a group consensus in a fishbowl discussion in front of the class. Other participants observe the discussion, and when agreement is reached by the team, they give feedback to the team on how they see the group and its members functioning. Since the fishbowl discussions are often lively and the feedback perceptive and constructive, this procedure has much to recommend it, though with 4-5 groups it can be time consuming (reckon on 20 minutes for each of 4 groups, each group discussing 2 factor labels). The procedure reinforces much of the learning that has taken place in the area of group decision-making.

Session 11: Topic: Group Dynamics and Influence - Integration

Film: Twelve Angry Men

The 1 1/2 hour film released by United Artists and starring Henry Fonda is well worth hiring for this programme; it is available through educational film services in most countries. It depicts a day spent by 12 jurors who are judging the guilt or innocence of a young boy accused of murdering his father. At the beginning of the film, 11 of the 12 jurors vote "guilty"; only Henry Fonda has a "reasonable doubt" as to the guilt of the youth. As the film progresses, one after the other, the jurors change their opinion and the film ends with a unanimous verdict of not guilty.

This powerful film can be used in one of two ways. It can be run in its full length, followed by a class discussion. This discussion should focus on the evolution and dynamics of the group of men, on the identification of various types of influence, and on the different reasons why the various jurors change their minds. In this discussion, the instructor should mention the Asch experiments on conformity, "Opinions and Social Pressures" (70) and related experiments if he is familiar with the literature arising from these experiments. Alternatively, the film can be stopped at various points, and participants asked to predict, either individually or in groups, who will next change his verdict. This procedure is outlined in an attached article entitled "Decisions, Decisions ..." (80).

Session 12: Topic: Organizational Structure and Design
(recommended time: 1 1/2 hours)

Lecture-Discussion

Reading:

(87) "A System View of the Organization: The Moving Model"

The basic concepts on organizational structure and design (as detailed in the above article) should be introduced in a lecture-discussion. The presentation may focus on the following ideas:

- (1) the evolution of views on organizational structure: "from classical views of 'the one best way to design an organization' as represented by Fayol, Urwick and Taylor; to neo-classical views as represented by Chester Barnard's 'Functions of the Executive' and Peter Drucker's 'Practice of Management'; to the contingency view of Lawrence and Lorsch in their 'Organization and Environment' to possibly emerging ideas as represented by Child's 'Organizational Choice' (74);
- (11) the theory of bureaucracy as put forward by Weber;
- (111) a more detailed exploration of the mechanisms of integration and co-ordination in organizations and the criteria for their utilization, as in Jay Galbraith's article on Organization Design. (78)

Based on the final article, participants may be asked to meet in small groups to discuss the forms of structural co-ordination that are most appropriate to their own organizations.

Sessions 13 and 14: Topic: Organizational Structure
(recommended time: 1 1/4 hours each)

Case discussions

The following two sessions should be spent on applying the ideas and principles introduced in Session 12 to the analysis of concrete case situations. It is impossible to make a definitive recommendation on which cases to select; the case situations should be chosen for their relevance to the organizational environment of the participants. Choices can be made from the following:

- (1) cases in Organization Planning: Cases and Concepts; especially 2 cases here may be of interest:

The House Company, which describes a mortgage banking company that has moved into community development projects with the consequent need to change its organizational structure (89);

New York City Project Management Staff, which describes a project management group set up by the New York City mayor to overcome certain problems of the bureaucratic city organization (90);

- (2) cases in Organizational Structure and Design (76);
- (3) chapters 3, 4 and 5 from The Bureaucratic Phenomenon (75), are a rich and fascinating case study of a French industrial bureaucracy, a monopoly enterprise run by the Government. This now classic study describes and explains the structure of interrelationships between worker groups, service groups such as maintenance personnel, and the various levels of management. Crozier's analysis focuses on the dependence of the bureaucratic structure on patterns of power relationships and on the rigidity of this structure to change. The book itself, with its review of the behavioural and sociological literature and its conceptual frameworks, can serve as a preparation guide for the instructor.

Session 15: Topic: Organizational Change and Organizational Development
(recommended time: 1 1/2 hours)

Case (101): The U.S. Department of State: Reducing Hierarchy: An Experiment in Organizational Change

Most cases on Organizational Design will lead to some discussion of change, typically focusing on structural plans for change rather than a specific implementation strategy. The State Department case describes an implementation strategy which is only partially successful. A change programme that will result in increased decentralization is planned in 1965 by a newly appointed Deputy Under-Secretary and this is implemented one year later despite some resistance. The change has both positive and negative effects. But with a change in administration in 1967, the organization gradually reverts to its former traditional structure. The case discussion should focus on an analysis of change and implementation strategies, of their success and failure, and on alternative change strategies in such an organization. Can long-term change be undertaken in an organization such as the Department of State? If so, under what conditions?

There are many readings and books on organizational change and organizational development which can assist the instructor in the preparation of this class. As an assigned reading, participants may be given the following:

(85) "How to Deal with Resistance to Change".

The instructor should be familiar with the series of handbooks published by Addison-Wesley on Organization Development (authors in this series are W. Bennis, R. Beckhard, Blake & Mouton, Lawrence & Lorsch, E. Schein and R. Walton). Extracts from one of these may be assigned as readings, namely:

R. Beckard, Organization Development: Strategies and Models, Addison-Wesley, 1969. See especially chapters 2 and 3 on "Planned Change and Strategies", "Targets and Tactics".

A particularly relevant reading for instructor preparation and for a class lecturette in the case discussion is one by Argyris, describing his own intervention in the State Department during the events described in the case:

(71) "Do You Recognize Yourself?"

Argyris here conceptualizes his own particular strategy and its assumptions in the specific context of the State Department.

Session 16: Topic: Life Style Choice and Home-work Conflict
(recommended time: 1 1/2 hours)

Case (113): Carpenter

The case describes the events leading up to a weekend where Tom and Jane Carpenter must reach an important decision affecting both of them. Tom is a middle manager with an American company, who has been offered an exciting job in Latin America which may well be the key to his future career with the company; he is eager to accept it since it will mean a new and desired challenge in his life. Mrs. Jane Carpenter is a housewife with considerable activity in the local community affairs; she has settled down in their small town, and fears any move to Latin America. The couple do not share their desires and concerns with each other, and as events have now suddenly come to a head, they have two days in which to reach a decision.

The case raises several important questions. First, should they or should they not go to Latin America? This can be examined from the perspective of their different needs, but there is no clear answer. Second, since it is unlikely that they will be able to reach a common decision, what in their past life together has led to the present crisis? Was it avoidable? Here one gets into an analysis of the communication gap between the two, of how the crisis is partly a result of putting off any open communication with the other partner. Third, what are the likely consequences of going or of not going? This may lead to views that if, for example, Jane feels manipulated into going, she will not attempt to overcome the difficult and inevitable problems of adjustment. If Tom stays, then he may blame Jane for any career failure that he experiences. (In fact, they did go to Latin America, Tom promising Jane that if she did not settle down, they would move back. Jane experienced severe adaptation problems, particularly with their daughter Mary, and had to face them alone since Tom was busy most of the time. Tom was unwilling to come back, so Jane brought the children back to the United States, to their house, which had been temporarily rented out. Separation and divorce followed. Jane has since remarried, while Tom came back to the States as a successful Vice-President of his company.) Fourthly, what is the responsibility of the company or employing organization in such issues? Research indicates the adjustment of one's wife is one of the critical factors influencing the success of a manager in such situations.

Session 17: Topic: Integration and Transfer of Learning
(recommended time: 2 hours)

The final class has the critical goal of translating learning, knowledge and skill development into applications to the actual work situation and into objectives for further managerial self-development. It is typically run by the instructor in Organizational Behaviour, but with the participation of other instructors.

The class begins with a general summary of the intentions of the entire programme. Each instructor then takes 5-10 minutes to summarize what he sees as the important issues arising from his aspect of the programme. A short lecturette and discussion then follows on the problems of transfer of learning: this should stress the need to plan a strategy for putting into practice what one has learnt. The programme will not have achieved any radical changes in management style; this in fact would be dangerous since one cannot change style or personality over-night. It has as its objective the broadening of the skills and knowledge of the participant, which can lead to major improvements in managerial effectiveness. But the participant should bear in mind that when returning to work, his subordinates, superiors and colleagues will not expect him to behave any differently; they will be confused and even upset if the manager suddenly starts behaving as an expert statistician or if a manager whose previous style was autocratic suddenly starts behaving in a more participative manner. Transfer of learning should not be attempted in one fell swoop. The manager must work out a medium term strategy for gradually applying what he has learned.

This leads to the INTERPERSONAL CONSULTING EXERCISE. Participants are asked individually to list the various things that they have learned or found stimulating during the programme, in any of its areas. They then meet in groups to discuss as a team what they have learned, to remind each other of the different facets of the programme. After this discussion, they individually work out on paper a series of objectives for the coming months; these objectives should be both meaningful and attainable. Finally, they spend 3/4 hour in pairs working out a strategy for implementing these objectives, one person acting as a listener and helper as the other works out verbally his strategy; and then the rôles are reversed.

The participants finally reconvene for the concluding remarks on the programme.

2. ACCOUNTING AND FINANCE

Session 1: Topic: Accounting: An Overview

Reading:

(6) "Accounting: An Overview"

The chapter introduces the need of accounting as a management tool. A language of communicating the financial position of the organization. Some basic accounting terms are discussed and their importance on the organization is explored.

A teacher's guide is included together with the materials. Instructors should refer to it for more information.

Session 2: Topic: Basic Principles and Methods of Accounting

Readings:

(7) "The Balance Sheet"

(8) "The Income and Retained Earning Statement"

Readings (7) and (8) provide an introduction to the technical aspects of accounting needed to understand a balance sheet and an income statement. The purpose of the instructions is not to teach the participants how to become accountants, but rather to enable them to understand accounting data and use them for financial planning purposes within their organizations.

(20) "Glossary of Common Accounting Terms"

Session 3: Topic: Analysing Financial Statements

Exercise:

(21) "Exercise in Balance Sheet Changes"

This is a simple exercise to illustrate how participants can work with balance sheets and income statements. A teaching note is included. This exercise can become the starting point for introducing financial analysis concepts.

Session 4: Topic: Analysing Financial Statements

Readings:

(9) "Analysing Financial Statements: An Overview"

(10) "Analysing by Means of Common Statements"

Alternative readings to the above two chapters which introduce the analysis of financial statements are the following:

(23) "Note on Financial Analysis"

The note introduces the basic framework of financial analysis and presents a series of concepts and tools helpful in interpreting financial statements and other operating data of organizations.

A more complete and longer description of the topic is given in the chapter below:

- (3) "Measurement of Business Results".

The instructor can choose (9) and (10), or (23) and (3) depending upon the level of the participants.

Session 5: Topic: Analysing Cash Flows

Readings:

- (11) "Analysing Net Working Capital"

- (12) "Analysing Cash Flows"

The above two chapters aim at providing insights on the flow of working capital within an organization; the factors which determine the minimum level of working capital allowable; and the relation of working capital to cash flows and requirements.

An alternative to (11) and (12) is (22) and (4) below:

- (22) "Note on Financial Forecasting"

- (4) "Projection of Business Results"

Ratio analysis provides a guide to expected future performance; but, what happens in the future will be the real criterion for success. The idea then becomes how to use financial analysis methods to predict the future financial position of the organization.

Session 6: Topic: Cost Systems

Readings:

- (13) "Managerial Control Through Accounting Systems"

- (14) "Analysing Fixed and Variable Costs"

Financial statements aim at providing information about the organization to outsiders. The purpose of cost accounting, on the other hand, is to provide information for managerial use. Reading (13) describes the importance of internal control and describes the methods, documents and procedures required for an efficient system of internal control. Reading (14) examines the different types of costs and discusses the benefits of break-even analysis.

Session 7: Topic: Elements of Cost Accounting

Readings:

- (15) "Analysing Standard Costs"

- (1) "Essentials of Cost Accounting"

Both chapters discuss standard costing and it can be used as a control device for planning expenses and revenues.

(19) Case: The Bennet Body Company

The case is intended to provide the opportunity to discuss how costing systems operate and what their purposes are. There is a teacher's guide for the case.

Session 8: Topic: Preparing Fixed and Flexible Budgets

Readings:

(15) "Preparing Fixed and Flexible Budgets"

It describes the different types of budgets (master budget, sales, production operating expenses and cash) and examines the possibility of creating the budgets in such a way that they can be applied under varying environmental conditions.

(2) "Budgeting"

This reading is similar to (16) except it goes into more details on the different types of budgets and how they can be constructed.

Session 9: Topic: Investment Appraisal

Readings:

(5) "Analysis of Capital Investment Decisions"

Ref. Chapter 4 in Techniques of Financial Analysis

(17) "Investment Appraisal and Evaluation"

Ref. Notes INSEAD

Several methods of evaluating investment alternatives are discussed. They range from common sense ones to discounted cash flow methods showing either the net present value of an investment or its internal rate of return.

Session 10: Topic: Case: Tristar Breaks Even?

(18) Case: "Tristar Breaks Even?"

This case application of investment appraisal will be of interest to communication managers, since it refers to the kind of project they often have to decide on. As an appendix to the case, there is supplementary information about the conditions surrounding the company and the industry in general.

3. PRODUCTION AND OPERATIONS MANAGEMENT

Session 1: Topic: The Job of Supervising Manager

Readings:

(52) "Supervision: An Overview"

(53) "Decision-Making"

The focus is on the supervisory manager whose job is to create and maintain the "right" environment where his subordinates can work effectively. In order to do so, the supervisory manager must make and communicate effectively his decisions to both above and below him. Reading (52) contains a mini-case which can be used to start a class discussion.

Session 2: Topic: Job Designing

Readings:

(54) "Designing Jobs"

(61) "Improvement and Measurement of Work"

Both readings refer to work content (what the job requires) as well as work methods (the best way to do the job). Reading (54) is more general and more apt. to recent developments in the field while reading (61) goes to more details putting more emphasis on time and motion studies.

Session 3: Topic: Process Analysis

Readings:

Reading (61) includes a summary of process analysis charts and should be used in session 3 too.

(62) "Process Analysis"

The idea of a process flow diagram is introduced as an easy way to describe an operating system. Examples are included to illustrate the definition.

(63) "Trade-off Analysis"

It aims at increasing one's own awareness of operating problems. The focus is on the output of the process and the fact that an increase in the output can only be achieved with a corresponding increase in costs.

Session 4: Topic: Process Analysis: A Case Study

Case: (68) "The Office of Senator R.R. Kenmore"

A case illustrating the concept of process and necessitating a discussion of what an optimal design should be. A teacher's guide is included.

Session 5: Topic: Work Scheduling

Readings:

(50) "Scheduling and Control Operations"

Different types of scheduling approaches are discussed. Even though they often refer to products, their relevance to scheduling broadcasting activities is immediate.

(66) "Case: Eastern Airlines"

This is a scheduling case which also illustrates the conflicts involved between long-term strategies and short-term implementation of tactical plans.

Session 6: Topic: Scheduling Methods

Readings:

(64) "The ABC's of the Critical Path Method"

This article provides a clear and thoughtful examination of the Critical Path Method (CPM). It gives several examples of practical uses and illustrates the usage of the slack times.

(49) "Network Planning Models"

As with reading (64), this reading illustrates the use of CPM (and also PERT) in simple terms and provides a variety of practical examples.

Assignment: Draw the Critical Path Schedule (or PERT) of a TV programme for an election campaign and coverage of returns.

Session 7: Topic: Inventory Models

Readings:

(59) "Production and Inventory Control"

A heavy reading which gets too mathematical at points, but presents a thorough overview of the most common inventory situations arising and discusses ways that they can be optimized. Inventories in business firms consist of about 20% of total costs and this percentage will not be different in broadcasting organizations. Thus, if participants become aware of the costs involved they might be able to take steps to reduce costs.

Session 8: Topic: Maintaining the Proper Organizational Environment

Readings:

(55) "Appraising Performance"

(56) "Giving Orders, Introducing Change, Conducting Meetings"

(57) "Maintaining Discipline and Morale"

(58) "Handling Complaints and Grievances"

The above readings examine in a simple and pragmatic way different approaches to deal with topics of the chapters.

4. GENERAL MANAGEMENT

Session 1: Topic: Organizing

Readings:

(31) "Management: An Overview"

The chapter is an excellent summary of management and the four functions involved in the task.

(36) "General Management IS Everybody's Business"

(37) "The General Manager as Strategist"

Readings (36) and (37) look at management from a different viewpoint than that of (31). They consider a manager as an organizer and a strategist of his organization. Readings (36) and (37) should be used in conjunction with (31) when top managers are attending the course.

(33) "Organizing"

Authority, responsibility and accountability are developed and the interrelationship among them is examined. Simple management rules are developed.

The topic of organizing is covered before the subject of the planning because no planning can take place until an organizational structure exists.

Session 2: Topic: Planning

Readings:

(32) "Planning"

The chapter introduces the idea of the systems approach to planning and examines ways of establishing objectives, policies, plans and procedures.

(28) Case Study: "Planning in Con Edison"

Session 3: Topic: Leading

Readings:

(40) "How to Choose a Leadership Pattern"

The article evolves around the question of how a manager can lead his organization successfully. To achieve this he must be aware of his own behaviour and be sensitive to that of others. Between these two he must develop his own style of leadership.

(38) "Directing and Leadership"

It covers a wider range of topics, but it is not as powerful as (40).

Reading (38) can be used instead of, or in conjunction with, (40).

Session 4: Topic: Controlling

Readings:

(29) "Basic Elements of Controlling"

The article explains the control process and deals with setting control standards, measuring actual performance, taking corrective action.

Session 5: Topic: Problem Solving

Reading:

(25) "The Effective Decision"

"The Effective Decision" is written by Peter Drucker who suggests a number of steps to be followed in making decisions.

5. MARKETING MANAGEMENT

Session 1: Topic: The Meaning of Marketing

Readings:

(16) "An Overview of Marketing Management"

The significance of the marketing concept is described and its importance in the organization is explored. The chapter argues that marketing thinking and behaviour must enter all levels of the organization.

(47) "New Directions for Marketing"

Marketing is examined beyond business-oriented activities. Marketing activities can cause huge political and social changes if used properly but can also become a dangerous tool for propaganda purposes. The main point is how to exploit marketing advantages with the least damage to society as a whole.

The purpose of this introductory session is to illustrate to the participants that a strictly business-oriented area has huge applicability to broadcasting managers. The consumer (listener or viewer) should be kept constantly in mind when deciding on programmes even though there is no direct selling and buying system. Similarly, marketing can be thought of as an area providing the know-how for working effectively in the domain of social change.

Session 2: Topic: Marketing of Services

Reading:

(48) "Production-line Approach to Service"

According to Leavitt, the author of the article, services are primitive and inefficient in comparison to manufacturing organizations. He argues that if managers stop thinking of service as servitude and personal ministrations, they will be able to effect drastic improvements in the quality and efficiency of their organizations.

This article should be a continuation of the same theme as that of session 1. Public owned or non-profit organizations should not consider that they owe nothing to the consumer because he is not directly paying a price for his service. Instead the consumer should be considered the "king", as is always done in marketing, and services should be directly aimed at minimizing his utility.

6. COMPUTERS

Session 1: Topic: Introduction to Computer

Readings:

(125) "What Computers Do, and Social Implications"

The chapter is an excellent non-technical introduction to the most important applications of computers. The benefits obtained through the use of the computer are illustrated in various fields (business, government, science, education, medicine, etc.). All types of computer systems are covered.

(127) "General Introduction"

(116) "The Impact of the Electronic Computer"

For the teacher and the participant, two additional articles are recommended (126) and (116). They aim at discussing the impact of the computer on society. Some of this discussion should be brought up during the class meeting.

In addition to the above readings, there is a short film (15 minutes) called "Computer" which shows how the computer works in very simple terms. This film can make a complementary addition to (1).

It is recommended that the introduction to the computer should not be technical on the level of (124) or (126). A technical discussion scares managers and often achieves the opposite result than the one intended.

Session 2: Topic: A Case Study in Data Processing

Reading:

(126) "What Data Processing Is: A Case Study"

This reading is from the same book as (125). Even though it is Chapter 1 in the book, it is recommended that it be read after Chapter 4 because it is more technical. It compares a manual way of doing a set of operations with a computerized way and traces, step by step, the sequence of operations involved in the design of a computerized system.

Session two is optimal when 1 session is only available.

7. STATISTICS AND OPERATIONS RESEARCH

Session 1: Topic: Decision - An Introduction

Reading:

(121) "Decision-Making Under Uncertainty" (Chapter 7)

It explains what uncertainty is in a probabilistic sense. It introduces the concept of decision trees and utility functions. It gives several examples illustrating the above concepts.

From a pedagogical standpoint, starting statistics with decision theory is desirable because decision theory is an easy topic which managers can understand.

Session 2: Topic: Pay-off Tables, the Cost of Perfect Information

Readings:

(121) "Decision-Making Under Uncertainty" (Chapter 8)

By analysing a decision problem, it is possible not only to find out what is the best course of action available but at the same time, whether it is desirable to gather more information.

(128) Case: The KLN Case

The case is an application of decision theory, there are teaching notes accompanying the case.

During the course, a distinction should be made between Bayesian statistics (where decision theory belongs) and classical statistics (which follows next). The two types of statistics have completely different philosophies and often arrive at different results.

Session 3: Topic: Statistical Surveys

Reading:

(122) "Introduction to Statistical Inference"

The ability to make valid generalization from a sample to the entire population is the topic of the chapter. Sampling errors and biases are discussed in addition to how large the sample size should be to achieve a desired degree of accuracy.

Session 4: Topic: Other Important Areas of Management Science

Reading:

(115) "Quantitative and Technological Methods of Forecasting"

The article explains the different reasons necessitating forecasting and describes the various techniques available to the manager.

(117) "Systems and Models"

The chapter introduces the idea of system and then moves to explaining how systems can be models once an analysis of their characteristics is known.

(118) "Simulation"

(129) "Simulation as a Decision Aid"

Both readings deal with simulation and its importance for decision-making. Through simulation alternative courses of action can be explored and their influences on operations found.

(123) "Inventory System Under Certainty"

Ref. Chapter 5 in Systems Analysis

The chapter is an introduction to the idea of building a model of an inventory system. In simple terms, it explains how one can start from a set of assumptions and proceed to quantify them into a set of equations (mathematical model). The chapter is a continuation of the ideas of readings (115), (118) and (129).

Obviously not everything can be read by the participants. The readings are obligatory for the course lecturer. Reading (129) is the most interesting topic of general interest.

8. MANAGEMENT INFORMATION SYSTEMS (MIS)

Session 1: Topic: An Introduction to MIS

Case (45): "United Farm Workers Organizing Committee (a)"

The case shows the need for a MIS approach to the information requirements of the United Farm Workers Union. The assignment of the case is whether or not the Union should proceed with the development of a computerized data processing system.

Session 2: Topic: Computerized MIS

Reading:

(44) "Management Information Systems for the Smaller Business"

It first overviews the terms system(s), information systems, the systems approach and total systems, and then surveys the different information requirements of an organization. This brings about the need for different types of information systems capable of flowing and processing relevant information. The reading concludes with ways for designing information systems.

9. COMMUNICATION MANAGEMENT

Session 1: Topic: Case Study

Case (1): The Maharlika College FM Radio Station (See Appendix C.)

The case deals with a college contemplating the installation of an FM radio station. The different relevant facts are presented and then the participants are asked to draw up a plan of the objectives and operational structure of the proposed FM station. It should be of interest to know that after the discussion of the case at one of the courses in Kuala Lumpur, the chief of the Programme and Development

Office realized that it was not in the best interest of the college to proceed with building the FM station. Upon returning to his country and after discussing the matter with the College management, it was decided to build more training facilities and then select the best student programmes and broadcast them over government-owned stations.

Session 2: Topic: Case Study

Case (2): MBC - What next? (See Appendix C.)

The case deals with an actual situation and shows the great importance of the human factor in organizations. The question asked is if anything can be done to improve operations.

Sessions 3, 4 and 5: Topic: Implementation

These three sessions should be of an open format where the participants in the programme are told - "We have examined many areas of general management dealing with both human and technical aspects. How can these be applied to your organization?"

Another free format discussion should centre around the question - "You have been operating as managers for a long time; what is the knowledge, art or technique you feel you are using most successfully?" - so that the rest of the group can learn from each others' experience.

PART III

ONE-WEEK COURSES IN COMMUNICATION MANAGEMENT

Part III is divided into two sections: Section A is concerned with the educational considerations of teaching each one of the 5 one-week courses proposed, while B presents the teaching material for each course involved. Part of this material should be handed out to the participants of the programme and form the basis of class discussion and learning. Each one of the courses included forms an independent unit which can be taught by itself. No pre-requisites or previous background are required except for some elementary knowledge of accounting and finance.

A. EDUCATIONAL CONSIDERATIONS

One-week courses specializing in a single area are not as difficult to run as four-week ones. Normally requiring only one or at the most two teachers, they do not present the co-ordination problems found in longer courses which include many subjects and several functional areas. From a learning point of view, one-week courses might even be preferable because attention is concentrated into a single area, because continuity is easier to achieve, and because the participants are usually better motivated to follow the course. Depending on resources and needs, it may be preferable to provide a series of one-week specialized courses for communication managers on a continuous basis. It is believed that the practical benefits from, say, four one-week courses will be greater than a four-week course covering all subjects. In the latter case, it is always possible that some of the topics covered will be superfluous to the participants' interests or needs.

The training staff of the one-week courses should be given more freedom in planning and designing their courses, though the course matter taught should not deviate to a high degree from the proposed outlines. Eventually, it may also be profitable to develop some of the courses (for example Accounting, Finance, Production and Operations Management) into a more complete teacher-free form. In such a form, it will be possible to use the courses more often, to include much more relevant material and to have a wider impact on improving the effectiveness and efficiency of communication managers.

General presentation

As with the four-week course, each one-week one should include a general presentation stating the objectives of each course, the schedule and an outline of all sessions as well as a description of the main topics to be covered in the course. Given below is the detailed information for each one of the five courses:

1. Organizational Behaviour;
2. Accounting and Finance;
3. Production and Operations Management;
4. Statistics, Operation Research and Computers;
5. General Management.

1. ORGANIZATIONAL BEHAVIOUR

Objectives

Behavioural skill is the ability of a manager or administrator to work effectively with other people and to build co-operative effort among the team members he leads. The person with highly developed human skills is aware of his own attitudes, assumptions and beliefs about other individuals and groups. He is able to see the usefulness and limitations of these feelings. He is sensitive to the needs and motivations of others in his organization. Having this sensitivity, he is able and willing to take action in a way which takes into account these perceptions by others.

Behavioural skills are not a question of techniques or of personality traits. They are not "taught" or "instructed", but can be developed through the active involvement and participation in an intensive learning process with the guidance of a skilled resource person. The one-week intensive course aims at creating a learning environment in which participants will develop certain specific skills that are critical to the effectiveness of the manager. Its objective, therefore, is to provide a learning environment where behavioural skills can be developed.

Course description

The course consists of 10 sessions of approximately 3 1/2 hours each. Over a week's time, this would mean one session each morning and one each afternoon. One danger in short courses is trying to cover too many topic areas and ending up in mere superficiality. Therefore, only three central issues are chosen for this programme, and these with their objectives are described below:

1. Interpersonal Behaviour (3 sessions)

The objective is to examine concepts and develop skills, in understanding one's own behaviour and in relating to other people in one's work or social environment.

More specifically, this covers the mechanics of perception; the development of listening and communication skills and the capacity to effectively assist other people; and the development of skills in giving feedback, as in a performance appraisal situation.

2. Motivation and Leadership (3 sessions)

The objective is to develop the capacity to direct one's behaviour, influence the behaviour of others and be influenced by others so as to achieve professional, managerial or personal goals.

More specifically, this implies some understanding of motivational theory, of one's own motives and assumptions and their effect upon others; awareness of one's leadership style and the development of effective leadership ability; awareness of modes of influence and power in organizations.

3. Group Dynamics and Team Building (3 sessions)

The objective is to increase the awareness of group and intergroup processes as they affect organizational performance and to increase individual effectiveness at working in and managing groups.

This set covers the development of skills in adopting group rôles; the development of group decision-making skills; team building; and awareness of the sources of inter-group conflict.

In addition, the introduction to the programme is designed to create an appropriate learning environment. The tenth and last session is most important: it encourages participants to undertake a personal integration of learning and skill development during the programme, to set developmental goals for the future, and to transfer progress made during the programme to the job situation. Without this confrontation of the transfer-of-learning problem, such a programme may lose many of its benefits.

Course outline (starred (*) sessions are of lesser priority)

Preparatory reading

- | | | |
|--------------------|------------|---|
| <u>Day one</u> - | Session 1 | <u>Introduction and Perception Exercises</u>
(Introduction; Young Lady/Old Lady Exercise;
Asch Experiment) |
| | Session 2 | <u>Development of Communication and Helping Skills</u>
(Listening Styles Exercises; Listening Exercises) |
| <u>Day two</u> - | Session 3 | <u>Giving and Receiving Feedback</u> (*)
(John Rich Role, Playing Exercise) |
| | Session 4 | <u>Motivation in Organizations</u>
(Case of Tubident; Exercise X-Y) |
| <u>Day three</u> - | Session 5 | <u>Motivation and Leadership Style</u>
(Tower Building Exercise) |
| | Session 6 | <u>Group Dynamics and Group Decision-Making</u>
(Desert Survival Exercise) |
| <u>Day four</u> - | Session 7 | <u>Power and Influence in Organizations</u>
(Questionnaire on Sources of Power in Organizations) |
| | Session 8 | <u>Group Dynamics and Intergroup Conflict</u> (*)
(Construction Exercise) |
| <u>Day five</u> - | Session 9 | <u>Final Self-Assessment and Group Feedback</u> (*)
(Exercise Life Goals) |
| | Session 10 | <u>Integration and Transfer of Learning</u>
(Final Feedback Exercise and Interpersonal
Consulting Exercise) |

Through the experience-based approach, this course seeks to train practising managers rather than theoreticians and consequently emphasizes managerial and administrative skills rather than theoretical sophistication. Cases are carefully chosen for their relevance to managerial experience; and actually, there is no better experience as a basis for skill development than one's own and those that are generated during the programme. The course therefore utilizes exercises or simulations to create such experiences, group discussions, rôle playing, questionnaires and feedback of data, and a small number of appropriately chosen readings. These all constitute stimuli to open up the particular area for skill development or increased sensitivity. Following the experience of an exercise, the rest of the session will typically be devoted to a discussion of issues or experiences brought into the open. In this discussion, participants contribute their interpretations and relevant experiences, while the instructor guides this discussion drawing upon conceptual material (which may be presented in mini-lectures), research findings, and his own experience. The evolution of such a class is rarely predictable; consequently, it demands a certain flexibility on the part of the instructor. Instructors who are not familiar with any of the particular teaching instruments will find handling this kind of course difficult at first; if competent, he will rapidly develop suitable professionalism in their use.

The design, choice of materials and sequencing of the programme follows an explicit philosophy of learning (see Appendix for the paper on Trends in European Management Development). Learning and skill development is a cyclical process of observation, interpretation, planning and action or experimentation. It is suggested that the instructor bear this model in mind when planning his class. The class typically begins with the observations on experiences that are provided by the exercise; each experiment becomes a catalyst for the other phases of the process. The course is so designed and sequenced that each ensuing session builds upon and reinforces skill development and awareness that has previously taken place. Ensuing classes provide an opportunity to actively experiment with new skills. The logical sequencing of the programme is thus important.

All materials and approaches here are relevant to managers in any setting, be it business, commerce, communications, public administration or international organizations. Moreover their utilization with the multicultural populations have not shown any evidence of cultural bias; that is to say these materials have been found to be effective with managers from Western, Eastern, and developing country cultures.

Prior to the programme, all participants should be divided into groups of 5-6 persons. These groups are the units where classes are prepared, where exercises take place, and around which the important team-building activity develops.

An ideal number of participants in this programme is 20-25. It can definitely be organized with a smaller number with greater effectiveness, though at higher cost; it can also be run with a group of up to 40, but with considerably less effectiveness.

In a behavioural seminar such as this, it is vital to respect the confidentiality of questionnaire responses in exercises and participant views expressed in class, and to assure participants of this confidentiality. Otherwise, the programme attempts to create the non-threatening atmosphere in which participants may freely experiment with behaviour would result in negative attitudes, stilted exercises, and frustration of objectives.

2. ACCOUNTING AND FINANCE

Objectives

There are three major objectives:

the first, to provide the participant with the necessary background to understand and interpret accounting statements;

second, to cover the basic aspects of financial management and to illustrate their use for financial and control decisions;

third, to present some financial methods of practical value to managers.

Course description

The course is similar to the four-week set. It will evolve around the four areas of Measuring and Reporting Accounting Data, Financial Analysis Techniques, Cost Control Systems, Investment Appraisal and Evaluation. The one-week course, however, will go deeper into financial analysis and show how it can be used for financial planning and control purposes. In a standard course like Accounting and Finance, it is not considered appropriate to provide

alternative outlines, since the matter to be covered is fairly standard. The course director can have some choice as to the relative emphasis of each of the above-mentioned four areas of Accounting and Finance, but he should cover all four of them. The accounting methods themselves should not take more than 5 or at most 4 sessions within the overall course. An important point of the course is to show how accounting principles can be used for managerial decision-making, rather than merely to teach accounting techniques for their own sake.

Course outline

Sessions

- | | |
|-----|---|
| 1 | Accounting: An Overview |
| 2 | Basic Principles and Concepts of Accounting |
| 3-5 | Analysing Financial Statements |
| 6 | Analysing Cash Flows |
| 7 | Cost Systems |
| 8-9 | Cost Accounting |
| 10 | Preparing Fixed and Flexible Budgets |
| 11 | Investment Appraisal |
| 12 | Investment Appraisal: A Case Study |

3. PRODUCTION AND OPERATIONS MANAGEMENT

Objectives

The objectives of the course are the following:

- (a) to convey basic knowledge on essential segments of day-to-day operating management;
- (b) to illustrate the characteristics of successful operating situations;
- (c) to demonstrate how specific operating problems can be handled; and
- (d) to identify those techniques which are of the highest value for the supervising manager.

Course description

Structuring a set of materials for use in a course on production and operations management of broadcasting facilities involves developing some conceptual scheme for classifying the many subject areas that are usually included under such a general title. Perhaps the most useful classification is that which distinguishes those areas that might be termed "Operating Strategy and Systems Development" from those termed "Management of Day-to-Day Operations". The former grouping includes the major types of analysis that arise only infrequently, but that determine the long-term operating strategy, policies and systems used in running the organization. The latter category relates to the daily tasks of running the operation and making the strategy, policies and operating systems effective on a daily basis. Some of the major tasks included in each category would be the following:

<u>Operating Strategy and Systems Development</u>	<u>Management of Day-to-Day Operations</u>
Service Level/Cost Tradeoff	Purchasing and Procurement
Focusing Operations	Inventory Management
Aggregate Planning	Quality Control
Process and Service Selection	Staffing and Training
Capacity Expansion and New Equipment	Production Standards and Work Measurement
Interfacing with Other Organizations	Directing and Motivating
Designing Physical Plant	Scheduling
Design of Jobs and Work Methods	Physical Plant and Equipment Maintenance

Even with the above classification, to design an effective production course for broadcasting organizations involves making certain tradeoffs. The problem is that the production management of non-manufacturing operations (which is where broadcasting falls) has only recently begun to receive attention as distinct from the production management of manufacturing operations. In reviewing available materials for a non-manufacturing course of one-week's duration, there are four alternative focuses available. Each of these can be built around a different set of materials.

(1) Production and Operations Management, Chase and Aquilano (Irwin, 1973).

This text gives primary emphasis to the topics listed under day-to-day operations. While most of the illustrations relate to manufacturing production, the authors are aware of non-manufacturing production and try to suggest how the concepts and tools might be applied there. However, if the course were built around this text, much of the teaching would involve first examining each area as it applies to a manufacturing organization and then applying the same concepts to non-manufacturing operations. A few non-manufacturing cases are available that could be used in this respect.

(2) Supervisory Management, Wiley Professional Development Programme (John Wiley and Sons, 1975).

This is a package from a series intended for practitioners; it includes review questions and short cases for class exercises. Many of these cases are from non-manufacturing operations. If the one-week course were structured around this set of materials, the main focus would be on the first-line operating manager and how he can accomplish his day-to-day responsibilities. Several basic tools for operations management are described, leading to the management of the workforce for the desired operating results. With this material, it is preferable to add a few cases and articles that deal with some of the more strategic and operating design areas of production management.

(3) Notes on Production and Operations Management, Harvard Business School, 1975. (Text in preparation for publication by Irwin in June, 1975).

These notes form the basis of an introductory course on production and operations management taught to all incoming MBA students at the Harvard Business School. The material focuses on issues of operating strategy and the design

and development of operating systems. While this approaches the area from a higher level of management than does the supervisory material, the use of accompanying cases would allow participants to see many of the day-to-day operating issues and problems.

In addition to the three sets of materials described above, the following articles and cases might be considered for use in the course on Production and Operations Management.

Articles

The Focused Factory
Production Planning and Control
Integrated
Production Line Approach to Service
Manufacturing - Missing Link in
Corporate Strategy

Cases

Honihana of Tokyo
Taft National Bank
Sunshine Builders
Fabritek
National Cranberry Co-op
Eastern Airlines
Office of Senator Ronald Kenmore

(4) A final alternative is to combine the previous three sets of material in addition to introduce some practical techniques available (such as PERT, CPM and Inventory Methods) for use by supervising managers.

Below is an outline for each one of the four alternatives:

Alternative Outline (1)

Sessions

1-3	Top Management's Operating Responsibility
4	Purchasing and Procurement
5-6	Inventory Control
7	Quality Control
8	Maintenance
9	Job Control
10	Design and Scheduling System
11	Job Design
12	Job Measurement Methods

Alternative Outline (2)

Sessions

- | | |
|-------|---|
| 1-3 | The Essentials of Supervising |
| 4-5 | Managing People at Work |
| 6 | Training and Development |
| 7 | Appraising Performance |
| 8 | Maintaining Discipline and Morale |
| 9 | Handling Complaints and Grievances |
| 10-11 | Planning Operating Management Systems |
| 12 | Implementing Operating Management Systems |

Alternative Outline (3)

Sessions

- | | |
|-------|-----------------------------|
| 1-2 | Analysing Operating Systems |
| 3-4 | Designing Operating Systems |
| 5-6 | Capacity Management |
| 7-8 | Aggregate Planning |
| 9-10 | Scheduling Methods |
| 11-12 | Focusing Operations |

Alternative Outline (4)

Sessions

- | | |
|------|--|
| 1 | The Job of Supervising Manager |
| 2 | Job Designing |
| 3 | Process Analysis |
| 4 | Process Analysis: A Case Study |
| 5 | Programme Evaluation and Review Technique (PERT) |
| 6 | Critical Path Method (CPM) |
| 7-8 | Scheduling and Control Operations |
| 9-10 | Handling of Inventories |
| 11 | Maintaining Discipline and Morale |
| 12 | Handling Complaints and Grievances |

4. GENERAL MANAGEMENT

Objective

The objective of the course is to explicitly cover the areas of basic knowledge and the functions related to effective general management. These include the following:

- (a) to convey and demonstrate the elements of basic knowledge which a general manager should have at his command;
- (b) to illustrate the functions of general management and procedures that can be used to perform these effectively;
- (c) to illustrate the concept of strategy and the general manager's rôle in focusing the efforts of the organization;
- (d) to demonstrate effective procedures for organizing and running the organization.

Course description

There are a number of areas in which those involved in general management must have a certain background and set of skills in order to be effective. The particular areas emphasized in a course for general management must depend on the overriding objectives of the programme, the backgrounds of the participants, and the amount of time available. As a starting point in selecting an appropriate course design, the following list divides the areas of general management concern into two parts: (1) those areas of content in which the effective general manager must have certain basic knowledge; and (2) those areas that represent functions performed by the general manager. In a sense, basic knowledge is the means used to determine what must be done, while the functions represent how the general manager will do them.

Basic knowledge

- a. Finance and Accounting
- b. Production and Operations
- c. Organizational Structure
- d. Marketing
- e. Human Behaviour
- f. Strategy

General management functions

- a. Internal Control and Evaluation
- b. Planning
- c. Problem Solving and Decision-Making
- d. Organizing
- e. Directing and Personal Leadership Style

Alternative A aims at explicitly covering the areas of basic knowledge and the functions related to effective general management. The outline of such a course is given below:

Sessions

- | | |
|-------|--|
| 1 | Problem Solving |
| 2 | Finance and Accounting |
| 3 | Production and Operations |
| 4 | Marketing |
| 5-7 | Top Management's Role: Strategy and Planning |
| 8-9 | Organizing |
| 10-11 | Internal Control and Evaluation |
| 12 | Personal Management Style |

Alternative B aims at the general management task of directing the organization and the aspects that make his job different from simply managing some parts of the organizations.

Sessions

- | | |
|-------|--|
| 1 | Strategy and Planning |
| 2 | Focusing the Organization |
| 3-4 | Establishing Objectives, Goals and Missions |
| 5 | Environmental Analysis |
| 6-8 | Organizing: Structure, People and Responsibility |
| 9 | Performance Measurement |
| 10 | Evaluation and Control |
| 11-12 | Motivating and Leading the Organization |

Finally, alternative C looks at general management as a task involving the classical management functions of organizing, planning, leading, controlling and scanning the environment of the organization. An outline of a type C course could be as follows:

Sessions

- | | |
|-----|--------------------------|
| 1 | Organizing |
| 2 | Planning |
| 3 | Setting Objectives |
| 4-5 | Problem Solving |
| 6 | Scanning the Environment |

Sessions (cont.)

7	Case Study
8-9	Leading and Motivating
10-11	Controlling
12	Case Study

5. STATISTICS, OPERATIONS RESEARCH AND COMPUTERS

Objectives

The main objectives of the course are the following:

- (a) to illustrate the use of quantitative techniques and their use in improving decision-making;
- (b) to study some of the "standard" statistical and operations research methods and show their potential importance in solving management problems; and
- (c) to examine the interaction between computer, on the one hand, and statistics and operations research on the other.

Course description(s)

Statistics and Operations Research (OR), or Management Science as they are often called, have been developed to a high degree during the last 30 years. At present, there are several "standard" management science methods with wide practicability among management organizations. In addition, there are several other techniques with huge potentials for improving managerial decision-making. To examine all these topics would take much longer than one week. A choice, therefore, must be made as to the area of management science on which the course should concentrate. This can be either classical statistics or statistics from a Bayesian point of view.

If classical statistics are to be studied, then it is proposed that the course should include the following sessions:

Sessions

1-2	Descriptive Statistics (Mean, Median, Mode, Variance, Standard Deviation)
3-4	Theoretical and Sampling Distributions
5	Point and Interval Estimation
6-7	Test of Hypotheses
8-10	Sampling Techniques (Simple Random Sampling, Cluster Sampling, Stratified Sampling, Replicated Sampling, Quota Sampling)
11-12	Other Statistical and OR Methods

With the outline proposed above, the major emphasis will be on statistics for sampling information on the popularity of broadcasting programmes. A course of the above type could provide enough necessary skills so that sampling information can be obtained and its results analysed and used intelligently in decision-making.

If statistics are approached from a Bayesian point of view (Decision Theory), the emphasis of such a course will be how to improve the decision-making process within the organization; the sessions in such a course could be:

Sessions

- | | |
|-------|--|
| 1 | Introduction to Decision Theory |
| 2 | Pay-off Tables (The KLN Case) |
| 3 | Cost and Value of Perfect Information |
| 4-5 | Assessing Subjective Probability |
| 6 | Decision Trees |
| 7-9 | Incorporating Subjective and Objective Probabilities |
| 10 | An Application (The Wildcat Case) |
| 11-12 | Continuous Probability Distribution and Their Use in Decision Theory |

A third alternative is to concentrate on Operation Research methods, with the following topics covered in each session:

Sessions

- | | |
|-------|---|
| 1 | Introduction to Models and Model Building |
| 2-5 | Inventory Models |
| 6-8 | Simulation Techniques |
| 9-10 | Mathematical Programming as an Approach to Scheduling |
| 11-12 | Case Study: An Application of OR Methods |

The objective of the above course is to formalize certain functions performed within organizations through the use of mathematical models.

A final approach is to combine the three outlines presented above. The result of doing this will be that a participant will be capable of knowing the different methods available; but on the other hand, from such a short, compact course, he will not be qualified enough to apply them in his organization.

Sessions

- | | |
|---|--|
| 1 | Decision Theory; an Introduction |
| 2 | Pay-off Tables. Cost of Perfect Information (The KLN Case) |
| 3 | Decision Trees, Assessing Subjective Probabilities |
| 4 | Analysing and Interpreting Sampling Data |

Sessions (cont.)

- | | |
|-----|------------------------------------|
| 5 | Testing of Hypotheses |
| 6 | Forecasting Methods for Management |
| 7 | Model Building |
| 8-9 | The Computer as a Management Tool |
| 10 | Simulation |
| 11 | Simulating Risk and Returns |
| 12 | Inventory Models |

B. COURSE MATERIAL

The course material for each of the five courses of the one-week programmes is arranged on a session-by-session basis. The detailed outline contains readings, cases, exercises and explanations of the purpose of each session. The reading material itself follows at the end of each course. There are numbers to identify the reading material, and show its correspondence to each session.

1. ORGANIZATIONAL BEHAVIOUR

DAY ONE

Morning - Session 1: Topic: Introduction and Perception

Readings

(83) "Skills of an effective administrator"

This article explains what is meant by Human or Behavioural Skills and explains their importance for effective performance in the managerial rôle, contrasting them with technical and conceptual skills.

(102) "Perception - Implications for administration"

This article explains how we perceive the world through various perceptual filters and defences, and translates our knowledge of the nature of these defences into practical implications.

Exercises

Getting Acquainted and Group Presentation Exercise

Each participant is simply asked to "get to know" in 10 minutes another member of his group; 10 minutes later someone else will in turn attempt to get to know him. No constraints on how one should get to know another person are imposed. One participant in the past used the highly effective but imposing method of asking to see the other's wallet contents! Participants then meet as a group, and each person is then asked to present the person who he has interviewed; during this time the person being presented should not intervene with corrections or additional information. The group then discusses how one gets to know another person. Afterwards the groups meet in class together. The instructor discusses questions such as the formation of first impressions, strategies for getting acquainted with one another, the relative importance of letting the interviewee talk versus asking specific questions, and the feelings of members when being presented by another.

This exercise tends to "unfreeze" the participants and is an appropriate entry strategy, since an important skill in any new situation is that of getting to know others. It also begins the process of group building and naturally introduces the topic of perception.

(108) Young Lady/Old Lady Exercise

Two sets of cards are distributed to participants, one set on one side of the class and another on the other side, in such a way that they are unaware of receiving different cards. The cards show somewhat ambiguous and similar pictures, one of which tends to be viewed as an old lady, and the other as a young lady. These cards are only seen for 10 seconds and are recollected. Participants are

then briefly shown a slide of a picture which can be perceived as either a young or old lady. They are asked to indicate her age, and estimates of course vary from 15 to 90, depending on preconditioning by the cards. The person with the highest estimate is asked to convince the person with the lowest estimate. Typically, an animated attempt to convince the other ensues. Most participants slowly come to be able to see both ladies in the same picture.

This classic and effective exercise will be known to most instructors, and therefore materials are not enclosed. It demonstrates the importance of perceptual preconditioning. The implications and management analogies should then be discussed in class.

As an alternative, a projective picture such as one from a TAT (see Test of Imagination in the four-week programme) may be used. After briefly being shown such a picture, participants are asked to write a ten-minute story explaining what is going on. The tremendous variety of stories shows the variety of perceptions stemming from the same stimulus, how perceptions often tell more of the perceiver than of the stimulus. Stories can then be coded by participants for the need motives of achievement, power, and affiliation.

(70) Asch Experiment

Participants are given a description of a person, and are asked to describe him further with 5 adjectives. Two different descriptions are given to different members of the class, identical apart from the substitution of the word "warm" for "cold". Typically, the resulting adjectives are highly different. The results are explained and interpreted in terms of their relevance for forming first impressions and personnel appraisal.

This exercise reinforces the above exercise, and is based on the research of Asch mentioned in the Zalkind & Costello article. This is an appropriate point for a discussion of the research and conceptualization in this article.

Afternoon - Session 2: Topic: Development of Communication and Helping Skills

Readings

- (98) "Barriers and Gateways to Communication"
- (93) "Communication without Words"

For short descriptions, see 3-week course, on Organizational Behaviour.

Exercises

- (98) Listening Styles Exercise

The participants are given a questionnaire consisting of a number of case situations where a person has come for help. The participant is asked to choose which of 6 responses he would make. The responses are discussed as to their merits and an attempt is made to label and categorize them. The instructor's classification is then given to the class, and a discussion then follows on how to listen to and help other people.

This exercise introduces the topic of communication and stresses the importance of Carl Roger's Listening with Understanding. It is an opportunity to discuss the Rogerian approach to human relations and, naturally, introduces the next exercise.

Listening Exercise

The importance of developing listening skills is discussed using concepts and material from the article, "Barriers and Gateways to Communication". Since such skills are the keys to effective communication, they must be practised and developed. Participants are then asked to practise these skills by sitting in pairs to talk to a fellow group member on a subject of his choice. The class later meets to analyse the results of this exercise, and the rôle of effective listening in management and in their course groups.

DAY TWO

Morning - Session 3: Topic: Giving and Receiving Feedback, including Negative Feedback

Reading:

(69) "Giving and Receiving Feedback"

Exercise:

John Rich Rôle-Playing Exercise

Participants are split up into triads, one person to play the rôle of John Rich, another his supervisor and a third to act as observer. Briefing sheets are distributed. These sheets indicate to the respective persons that John Rich has failed to achieve his performance goals, does not understand why and feels slightly defensive. His supervisor is highly concerned but intends to take a constructive attitude. The interview situation is rôle-played with the observer recording the interaction. Feedback and class discussion then take place.

The exercise develops skills in giving constructive feedback and gives participants an indication of how they perform in such difficult situations. All too frequently, feedback can have a detrimental effect to both parties. A mini-lecturette may be given on strategies for giving such feedback. Another lecturette may also be appropriate on the importance of receiving feedback where the conceptual framework of the Johari Window may be usefully employed (see four-week programme).

Afternoon - Session 4: Topic: Motivation in Organizations

Reading:

(92) "A Theory of Human Motivation"

Exercises:

(91) Case Discussion: Tubident

The case describes a small toothpaste plant in Latin America. The workers in this plant are unskilled girls who are closely supervised by the owner-manager during day shifts, leaving little room for autonomy and initiative. On occasional unsupervised night shifts, they do have this autonomy. The owner cannot understand the cause of many small problems and incidents, and in particular why productivity is higher during the night shift. Participants are asked to address this question in a small group discussion, and then meet to discuss the case in class.

The case is an extremely rich and profitable way to introduce the topic of motivation, supervision, management style, and leadership. Although it is a business situation, the case is suitable for all persons in management positions. The case leads naturally to lecturettes and a discussion of the theories of Maslow, McGregor, Argyris and other organizational theorists.

(95) Exercise X - Y

Participants should previously have been asked to fill out the Part 1 questionnaire which indicates their motivational assumptions about the people they are supervising. They are now asked to indicate whether they perceive themselves to be, in the terms of McGregor, Theory X or Theory Y oriented on a scale of such values. Typically, the results show that the managers perceive themselves as relatively democratic, where the questionnaire on assumptions shows them to be relatively autocratic. The resulting dissonance is an effective catalyst for discussion and self-analysis.

This exercise builds in a more personal way upon the conceptual analysis resulting from the previous case discussion. The ideas presented in McGregor's "Human Side of Enterprise" (Reading 95) should be discussed, though the over-simplification of his comments should be noted. A briefer version can be found in Reading 38.

DAY THREE

Morning - Session 5: Topic: Motivation and Leadership Style

Reading:

(99) "How to Choose a Leadership Pattern"

Exercise:

(84) Tower Building Exercise

In this exercise, each participant supervises one or two "subordinates" in the building of a tower of sugar cubes or building blocks; during the game, the subordinates are blindfolded! Participants then change rôles; an observer is appointed in each group. The objective is to build towers that are as high as possible. The experience typically shows that directive and authoritarian supervision results in poor performance on the part of subordinates, who in some such cases go to the extreme of deliberately knocking down their towers. Energy is diverted from doing the task to showing aggression against the supervisor. The results of the exercise are analysed and discussed according to the instructions.

This exercise provides powerful feedback on the effectiveness and limitation of one's leadership style. The discussion may focus on a contrast between the contingency theories of Tannenbaum & Schmidt (above) and of Fiedler, stressing the situational parameters that affect leadership effectiveness.

Afternoon - Session 6: Topic: Group Dynamics and Group Decision-Making

Reading:

(80) "Decisions, Decisions, Decisions ..."

Exercise:

(104) The Desert Survival Exercise

After a lecturette on group dynamics and the process of group development, the class undertakes this exercise in small groups to develop skills at decision-making in teams. A short note describes a situation where a plane has crashed in the middle of an isolated desert. Each "survivor" individually must rank 15 items in order of their importance for survival. The groups then meet to reach a collective decision on a ranking. These rankings are contrasted with the objective ranking done by a survival expert. An effective or synergistic group decision is one in which the decision of the small group as a whole is closer to that of the expert than any individual ranking. The barriers and gateways to team decision-making are discussed first in groups and then in class, where the concept of synergy is introduced. After this discussion, the groups may be given a questionnaire to rate the effectiveness of the group and its members as a team. The group ends the day in a process of a self-analysis, with the instructor as a consultant.

This exercise introduces the topic of group dynamics within the important domain of decision-making. This discussion will allow frequent reference to issues that have been raised in previous sessions of the course, such as listening skills. Typically, one also finds that groups who have devoted some time to planning how a consensus should be reached result in more effective decisions. The presence of an observer can enhance learning from these exercises on decision-making.

DAY FOUR

Morning - Session 7: Topic: Power and Influence in Organizations

Reading:

(94) "The Two Faces of Power"

Exercise:

(110) Questionnaire on the Sources of Power in Organizations

Participants are asked to complete a questionnaire where they evaluate themselves through the eyes of their subordinates, and to assess themselves in terms of the source of influence that they most frequently use. The questionnaire items have in fact been factor analysed by Prof. Mauk Mulder and fall into 8 factors (sanction, authority, expertise, persuasion, etc.). A number of alternative discussion procedures are indicated in the questionnaire.

This questionnaire provokes a long and lively discussion on influencing others and the consequences of different influence strategies. The exercise is particularly effective since the results can be related to previous discussions on interpersonal effectiveness, motivation, and leadership. Participants are encouraged to relate their conclusions to their practice and to set appropriate developmental objectives.

Afternoon - Session 8: Topic: Group Dynamics and Intergroup Conflict

Reading:

(86) "Conflict and Competition among Groups - My Team Can Beat Your Team"

Exercise:

Construction Exercise

Each group in class is given 100 3" x 5" cards, a pair of scissors, a roll of tape, and two coloured markers. They are told to build "the best tower possible with these instruments and no others". The groups are given approximately 30 minutes to plan and 30 minutes to construct their towers. An observer is appointed to each group, preferably not a member of that group. Towers are then brought back to the classroom. The class is asked to vote which of the towers is the best, and participants typically vote of course for their own group's tower. At this stage, the observers may be asked to give the groups process feedback on how they went about this task. An open discussion may then follow in order to try to reach consensus on the best tower, perhaps through appointed representatives of the groups who discuss in front of the class (see Reading 19). The class concludes with a discussion on this experience focusing on the area of intergroup conflict.

This unstructured exercise is an invariably rich and profitable learning experience. Observers can give very useful feedback on group dynamics in an action-oriented task, while the problems of intergroup conflict come out clearly. One inevitable conclusion must be that it is better to structure tasks so as to avoid intergroup conflict rather than to try to resolve it afterwards. The exercise is a realistic one, since it emphasizes some of the competitive elements of managerial life. Practical implications for managerial life are generated in abundance by the experience.

DAY FIVE

Morning - Session 9: Topic: Final Self-Assessment and Group Feedback

Exercise:

Life Goals

This exercise, copyright but freely obtainable from Ergom in Belgium or related institutes throughout the world, provides the manager with feedback on his accuracy in perceiving other people, his accuracy in his perception of himself, his empathy for other people, and on important dimensions of his behaviour such as leadership, expertise, pleasure-orientation and independence. The entire exercise, which is based on the completion and discussion of a questionnaire booklet, takes place in study groups.

This 2-hour exercise followed by a 2-hour group discussion appears relatively complicated from the questionnaire, but in fact works smoothly and is very profitable. If time is available, it could generate a 4-5 hour group discussion and self-analysis. The exercise is appropriate at this point of the programme where groups are well established, for it integrates those parts of the course dealing with self-perception and interpersonal behaviour with those on group dynamics.

Afternoon - Session 10: Topic: Integration and Transfer of Learning

The final class has the critical goal of applying learning and skill development to the actual work situation, as well as into objectives for further managerial self development on the job. It takes place in two parts:

first, in the Final Feedback Exercise (106) participants exchange feedback as a group. This exercise may lead to the formulation of specific skill objectives for the future, and is a conclusion to the morning's exercise in groups;

second, in an Interpersonal Consulting Exercise, participants meet in pairs to discuss what they have learned and how they have developed during the programme, and try to formulate specific behavioural objectives that they will attempt to achieve on the job in the coming months. These are then written down and elaborated individually on paper.

Meeting as a class, the instructor discusses any issues that may still remain to be treated, or which are raised by participants. He may wish to collect the statements of objectives, indicating that he will mail them to participants in 1 month to remind them of their targets. This is the last formal element of the programme.

2. ACCOUNTING AND FINANCE (one-week course)

Session 1: Topic: Accounting: An Overview

Reading:

(6) "Accounting: An Overview"

The chapter introduces the need of accounting as a management tool and as a language for communicating the financial position of the organization. Some basic accounting terms are discussed and their importance to the organization is explored.

Session 2: Topic: Basic Principles and Methods of Accounting

Readings:

(7) "The Balance Sheet"

(8) "The Income and Retained Earnings Statement"

Readings (7) and (8) provide an introduction to the technical aspects of accounting needed to understand a balance sheet and an income statement. The purpose of the instructions is not to teach the participants how to become accountants, but rather to enable them to understand balance sheets and income statements, and use them for financial planning purposes within their organizations.

(20) "Glossary of Common Accounting Terms"

It briefly explains and defines the most common accounting terms.

Session 3: Topic: Analysing Financial Statements

Exercise:

(21) "Exercise in Balance Sheet Changes"

A simple exercise to illustrate how participants can work with balance sheets and income statements. A teaching note is included. This exercise can become the starting point for introducing financial analysis concepts.

Sessions 4-5: Topic: Analysing Financial Statements

Readings:

(9) "Analysing Financial Statements: An Overview"

(10) "Analysing by Means of Common Statements"

Alternative readings to the above two chapters which introduce the concept of how financial statements can be analysed, are as follows:

(23) "Note on Financial Analysis"

Ref. Harvard Business School, 9-206-047

The note introduces the basic framework of financial analysis and presents a series of concepts and tools helpful in interpreting financial statements and other operating data of organizations.

A more complete and longer description of the topic is given in the chapter below:

(3) "Measurement of Business Results"

The instructor can choose Readings (9) and (10), or (23) or (3) depending upon the level of the participants.

Session 6: Topic: Analysing Cash Flows

Readings:

(11) "Analysing Net Working Capital"

(12) "Analysing Cash Flows"

The above two chapters aim at providing insights on how working capital flows within an organization; the factors which determine the minimum level of working capital allowable; and how working capital relates to cash flows and requirements.

An alternative to readings (11) and (12) is (23) and (4) below:

(23) "Note on Financial Forecasting"

Ref. Harvard Business School, 9-206-048

(4) "Projection of Business Results"

Ratio analysis provides a guide to expected future performance; what actually happens in the future will be the real criterion for success. The idea then becomes how to use financial analysis methods to predict the future financial position of the organization.

Session 7: Topic: Cost Systems

Readings:

(13) "Managerial Control Through Accounting Systems"

(14) "Analysing Fixed and Variable Costs"

Financial statements provide information about the organization to outsiders. The purpose of cost accounting, on the other hand, is to provide information for managerial use. Reading (13) describes the importance of internal control, and describes the methods, documents and procedures required for an efficient system. Reading (14) examines the different types of costs and discusses the benefits of break-even analysis.

Sessions 8-9: Topic: Cost Accounting

Readings:

(15) "Analysing Standard Costs"

(1) "Essentials of Cost Accounting"

Both chapters discuss standard costing and it can be used as a control device for planning expenses and revenues.

(19) Case: The Bennet Body Company

The case is intended to provide the opportunity to discuss how costing systems operate and what their purposes are. There is a teacher's guide for the case.

Session 10: Topic: Preparing Fixed and Flexible Budgets

Readings:

(16) "Preparing Fixed and Flexible Budgets"

It describes the different types of budgets (master budget, sales, production, operating, expenses, and cash) and examines the possibility of creating the budgets in such a way that they apply under varying environmental conditions.

(2) "Budgeting"

Ref. Chapter 16 in Management Accounting

Similar to (16) except it goes into more details on the different types of budgets and how they can be constructed.

Session 11: Topic: Investment Appraisal

Readings:

(5) "Analysis of Capital Investment Decisions"

(17) "Investment Appraisal and Evaluation"

Several methods of evaluation investment alternatives are discussed. They range from common sense ones to discounted cash flow methods showing either the net present value of an investment or its internal rate of return.

Session 12: Topic: Case: Tristar Breaks Even?

Case: (18) "Tristar Breaks Even?"

This is a case application of investment appraisal. It will be of interest to communication managers since it refers to the kind of project they often have to decide on. As an appendix to the case, there is supplementary information about the conditions surrounding the company and the industry in general.

3. PRODUCTION AND OPERATIONS MANAGEMENT (one-week course)

Session 1: Topic: The Job of Supervising Manager

Readings:

(52) "Supervision: An Overview"

(53) "Decision-Making"

The focus is on the supervisory manager whose job is to create and maintain the "right" work environment. In order to do so the supervisory manager must make and communicate effectively his decisions to those both above and below him. Reading (52) contains a mini-case which can be used to start a class discussion.

Session 2: Topic: Job Designing

Readings:

(54) "Designing Jobs"

(61) "Improvement and Measurement of Work"

Both readings refer to work content (what the job requires) as well as work methods (the best way to do the job). Reading (54) is more general and more applicable to recent developments in the field while (61) goes into more detail but puts more emphasis on motion and time studies.

Session 3: Topic: Process Analysis

Readings:

(61) of session 3 includes a summary of process analysis chart and should also be used in this session.

(62) "Process Analysis"

The idea of a process flow diagram is introduced as an easy way to describe an operating system. Examples are included to illustrate the definitions.

(63) "Tradeoff Analysis"

This reading aims at increasing one's own awareness of operating problems. It focuses on the output of the process and the fact that an increase in the output can only be achieved with a corresponding increase in costs.

Session 4: Topic: Process Analysis: A Case Study

Case: (68) "The Office of Senator R.R. Kenmore"

This case illustrates the concept of process and discusses what an optimal design should be. A teacher's guide is included.

Sessions 5-6: Topic: Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM)

Readings:

(64) "The ABCs of the Critical Path Method"

(49) "Network Planning Models"

Both (64) and (49) examine PERT and CPM in simple terms and illustrate their applicability to a variety of situations.

Sessions 7-8: Topic: Scheduling and Control Operations

Readings:

(50) "Scheduling and Control Operations"

Different types of scheduling approaches are discussed. Even though they often refer to the manufacture of products, their relevance to scheduling broadcasting activities is immediate.

(66) Case: "Eastern Airlines"

This is a scheduling case which also illustrates the conflicts involved between long-term strategies and short-term implementation of tactical plans. A teaching note for the case is included.

(65) "Resource Scheduling"

It can be used as an alternative reading to (50). It applies PERT and CPM to scheduling jobs.

Sessions 9-10: Topic: Handling of Inventories

Reading:

(59) "Production and Inventory Control"

A heavy reading which gets too mathematical at points. It does present a thorough overview of the most common inventory situations arising and discusses ways that they can be optimized. Inventories in business firms consist of about 20% of total costs and this percentage will not be different in broadcasting organizations. Thus, if participants become aware of the costs involved, they might be able to take steps to reduce costs.

Session 11: Topic: Maintaining Discipline

Reading:

(57) "Maintaining Discipline and Morale"

It describes the important aspects of both positive and negative disciplinary actions and suggests ways of taking effective disciplinary action.

Session 12: Topic: Handling Complaints and Grievances

Reading:

(58) "Handling Complaints and Grievances"

As in all chapters in Supervisory Management, it examines in a step-by-step approach the actions that can be taken to settle grievances and the need for a formal grievance procedure in the organization.

4. GENERAL MANAGEMENT (one-week course)

Session 1: Topic: Organizing

Readings:

(31) "Management: An Overview"

The chapter is an excellent summary of management and the four functions involved in the task.

(36) "General Management IS Everybody's Business"

(37) "The General Manager as Strategist"

Readings (36) and (37) look at management from a different viewpoint than (31). They consider a manager as an organizer and a strategist of his organization. Readings (36) and (37) should be used in conjunction with (31) when top managers are attending the course.

(33) "Organizing"

Authority, responsibility and accountability are developed and the interrelationship among them is examined. Simple management rules are developed.

Organization is covered before planning, because no planning can take place until an organizational structure exists.

Session 2: Topic: Planning

Readings:

(32) "Planning"

The chapter introduces the idea of the systems approach to planning and examines ways of establishing objectives, policies, plans and procedures.

(28) Case Study: "Planning in Con Edison"

Session 3: Topic: Setting Objectives

Readings:

(34) "Establishing Departmental and Individual Job Objectives"

(35) "Installing a Management by Objectives Programme"

Readings (34) and (35) are both concerned with the principle of MBO (Management by Objectives) where every individual unit in the organization is working towards the achievement of some measurable results.

Sessions 4 and 5: Topic: Problem Solving

Readings:

(25) "The Effective Decision"

"The Effective Decision" suggests a number of steps to be followed in making decisions.

(39) "How to Analyse that Problem"

This is a case study on how to analyse a real problem and get to the "heart" of what is involved. It is lively and easy reading. (Part I of the article (HEP May-June 1965) is not really needed. The summary in the beginning of Part II is adequate.)

Session 6: Topic: Scanning the Environment

Readings:

(24) "The Company and its Environment: Relating Opportunities and Resources"

The text is concerned with the identification of a range of alternative strategies, the narrowing of this range by recognizing the constraints involved, and the determination of one or two feasible strategies.

(27) "Scanning the Business Environment"

An overview of scanning approaches is given. Anguilar, the author of the article, is one of the best known people in the area.

(42) Case: A Grain of Salt

This is an optional case which can provide interesting questions on developing strategy.

Session 7: Topic: Case Study

Reading:

(43) "The Case Against Satellites"

The case is a description of how satellite communications were developed in the U.S.A. It provides some counter arguments about the desirability of satellite communications. The discussion to follow should bear on the opportunities and dangers involved from the application of satellite communications in the participants' countries.

Sessions 8-9: Topic: Leading and Motivating

Readings:

(40) "How to Choose a Leadership Pattern"

The article deals with the manager's leadership in running his organization smoothly. To achieve this, he must be aware of his behaviour and be sensitive to that of others. Between the two he must develop his own style of leadership.

(38) "Directing and Leadership"

It covers a wider range of topics, but it is not as powerful as (40).

(26) "Motivation, Incentives and Morale"

It presents different theories of motivation and it relates them to incentive schemes and morale questions.

Sessions 10-11: Topic: Controlling

Readings:

(29) "Basic Elements of Controlling"

(30) "PERT and Budgetary Control"

Both articles deal with the function of control. Reading (29) provides some background material, while (30) becomes more concrete and illustrates the application of specific techniques for control purposes.

Session 12: Topic: Managing in a Specific Cultural Setting

(41) Case: "Operating in Japan"

The case examines a situation where American mentality and practices mix with Japanese attitudes. The question is how managers can deal with this type of problem.

5. STATISTICS, OPERATIONS RESEARCH AND COMPUTERS

Session 1: Topic: Decision Theory - An Introduction

Reading:

(121) "Decision-Making Under Uncertainty" (Chapter 7)

It explains what uncertainty is in a probabilistic sense. It introduces the concept of decision trees and utility functions. It gives several examples illustrating the above concepts.

Session 2: Topic: Pay-Off Tables, the Cost of Perfect Information

Readings:

(121) "Decision-Making Under Uncertainty" (Chapter 8)

By analysing a decision problem it is possible not only to find out what is the best course of action available but at the same time where more information should be gathered.

(128) Case: The KLN Case

The case is an application of decision theory: it can be started in session 2 and continued in session 3.

Session 3: Topic: Assessing Subjective Probabilities

Reading:

(120) "The Standard Lottery"

It is a good introduction to the standard technique of assigning subjective probabilities. It should be supplemented by some actual examples from broadcasting situations and applied to the KLN case.

Session 4: Topic: Analysing and Interpreting Sampling Data

Reading:

(122) "Introduction to Statistical Inference"

The ability to make valid generalizations from a sample of the entire population is the topic of the chapter. Sampling errors and biases are discussed in addition to the sample size needed to achieve a desired degree of accuracy.

Session 5: Topic: Testing of Hypothesis

Reading:

(124) "Tests of Hypothesis"

Type I and type II errors are discussed and their effect on the decision-making explored. Setting up and testing hypotheses for means and proportions are examined through several examples.

Session 6: Topic: Forecasting Methods for Management

Reading:

(115) "Quantitative and Technological Methods of Forecasting"

The article explains the different reasons for forecasting and describes the various techniques available to the manager.

Session 7: Topic: Model Building

Reading:

(117) "Systems and Models"

The chapter introduces the idea of system and then moves on to explain how systems can be modelled, once an analysis of their characteristics is known.

Sessions 8-9: Topic: The Computer as a Management Tool

Readings:

(125) "What Computers Do, and Social Implications"

The chapter is an excellent non-technical introduction to the most important applications of computers. The benefits obtained through the use of the computer are illustrated in various fields (business, government, science, education, medicine, etc.). All types of computer systems are covered.

(127) "General Introduction"

(116) "The Impact of the Electronic Computer"

For the teacher and the participant, two additional articles are recommended (127) and (116). They aim at discussing the impact of the computer on society. Some of this discussion should be brought up during the class meeting.

In addition to the above readings, there is a short film (15 minutes) entitled, "Computer" which shows in very simple terms how the computer works. This film can make a complementary addition to (125).

It is recommended that the introduction to the computer should not be technical on the level of readings (125) or (127). A technical discussion scares managers and often achieves a result contrary to the one intended.

(125) "What Data Process IS: A Case Study"

This reading is from the same book as (125). Even though it is Chapter 1 in the book, it is recommended that it be read after Chapter 4 because it is more technical. It compares a manual way of doing a set of operations with a computerized method, and traces the sequence of operations involved in the design of a computerized system.

Session 10: Topic: Simulation

Readings:

(118) "Simulation"

(129) "Simulation as a Decision Aid"

Both readings deal with simulation and its importance for decision-making. Through simulation alternative courses of action can be explored and their influence on operations found.

Session 11: Topic: Simulating Risk and Returns

Reading

(114) "Risk Analysis in Capital Investment"

The above article is an application of the simulation approach to choosing among alternative capital investment opportunities. This is done by allowing the decision-maker to evaluate the risks involved at every level of return.

Session 12: Topic: Inventory Models

Reading:

(123) "Inventory System Under Certainty"

The chapter is an introduction to the idea of building a model of an inventory system. In simple terms it explains how one can start from a set of assumptions and proceed with quantifying them into a set of equations (mathematical model). The chapter is a continuation of the ideas of sessions 7, 10 and 11.

APPENDIX A

GENERAL PROGRAMME PRESENTATION

This is a sample of the presentation of the Management of Communication Resources course, as conducted at the Asian Institute for Broadcasting Development, held at Kuala Lumpur, 14 June to 11 July 1976.

Management is neither an art nor a science but stands between the two. This means that there are many tools which must be known in order for someone to become an effective manager. But at the same time tools by themselves are not adequate: experience, feelings, judgement, intuitions and a capacity to be able to deal with people are necessary to make a good manager. That is, the science must supplement and complement the art of managing.

In this course we will attempt to deal with both the tools which are needed to manage more efficiently and effectively, and the human side of managing an organization. The scientific, or "tools" part of the course will include Accounting and Finance, Computers, Statistics and Operations Research, and Management Information Systems. The behavioural or human part will include Organizational Behaviour and General Management. The two parts will be covered equally. The last one-week seminar will be more specific, dealing with Production and Supervisory Management since most of you are directly involved in this kind of management. As with the three weeks' programme it will be a mixture of techniques and Organizational Behaviour topics but the emphasis here will be on implementation. Real problems faced by you, in your job, will be analysed and alternative solutions discussed. The end objective will be to make you aware of alternative approaches of analysing and solving real-life problems.

In the four weeks of the programme we will introduce you to a wide range of management methods and we will make you aware of both how other people perceive you and how they respond to your actions. The course will be intensive. We will cover a whole field in a very short time interval. We will, therefore, expect you to work hard. Read the material we give you before coming to class and discuss the cases and assignments with the other members of your group. If the time you have is not enough, be selective in what you read and efficient in your group meetings. Be especially prepared for the class meetings; we will expect you to participate heavily in the class discussion.

Working within your group is part of the overall "learning" of a management course. Communicating and dealing with the other members of your group is similar to working in a work environment. Part of the course will be to analyse your group interaction pattern and discuss how it can possibly be improved.

The teaching staff welcomes you to Kuala Lumpur and wishes you a pleasant stay. We will do the utmost to make your stay worth while, expand your management knowledge and increase your awareness of the human side of dealing with people.

APPENDIX B

MODEL SCHEDULE

The schedule of a typical day will include two to three class meetings and two to three group meetings. Occasionally group meetings may be necessary during the evening, but this will be left to the discretion of the groups. However, individual preparation of class material for the next day will be expected after the end of the formal day at 17.00.

The typical time-table of a day will be as follows:

9.00 - 10.15	Class meeting
10.15 - 10.45	Break
10.45 - 12.00	Class or group meeting
12.00 - 14.00	Lunch break
14.00 - 15.15	Class meeting
15.15 - 15.45	Break
15.45 - 17.00	Class or group meeting

The tentative outline for the four weeks' course will include the following subjects:

FIRST WEEK

Monday:	Opening: Introduction to the Management Course
Tuesday:	Organizational Behaviour: Perception, Communication, Interpersonal Behaviour
Wednesday:	Statistics: Decision-Making General Management: Organizing, Planning
Thursday:	Statistics: Decision-Making under Uncertainty, Surveys
Friday:	Organizational Behaviour: Interpersonal Communication, Cross-Cultural Behaviour

SECOND WEEK

Monday:	AGL Method: Managerial Accounting
Tuesday:	AGL Method: Managerial Accounting
Wednesday:	AGL Method: Budgeting
Thursday:	AGL Method: Budgeting
Friday:	Analysis of Capital Investment Decisions and Discounted Cash Flows

THIRD WEEK

Monday: Organizational Behaviour: Group Process, Motivation
Tuesday: Computers, Management Information Systems
Wednesday: Organizational Behaviour: Influence and Power, Opinions,
and Social Pressure, Sources of Power in Organizations
Thursday: Production and Operations Management: Leadership Pattern,
Directing and Leading; Marketing: Overview and Trends
Friday: Organizational Behaviour: Structure, Design, Change

FOURTH WEEK

Monday: Production and Operations Management: Scheduling, CPM,
Network Planning
Tuesday: Production and Operations Management: Leadership, Control,
Designing Jobs, Role of a Broadcast Supervisor
Wednesday: General Management: Process Analysis
Thursday: Production and Operations Management: Environment, Control,
Evaluation
Friday: Synthesis: Transfer of Knowledge

APPENDIX C

BROADCASTING MANAGEMENT CASES⁽¹⁾

1. The Maharlika College FM Radio Station

Background

The Maharlika College (MC) is a government subsidized institution specializing in management education. It was established in 1904, primarily to provide the government with a steady source of competent and well-trained personnel. Over the years, it has evolved a tradition and philosophy of offering quality education in the fields of business and government administration, and this orientation has prevailed to this day.

The MC derives its income from two principal sources: an outright grant from the government and tuition fees from the students. The ratio of income from these two sources has varied greatly, but it can be assumed that income derived from tuition has been increasing steadily over the years. (See Exhibit 1.)

EXHIBIT 1: Sources of Income of MC

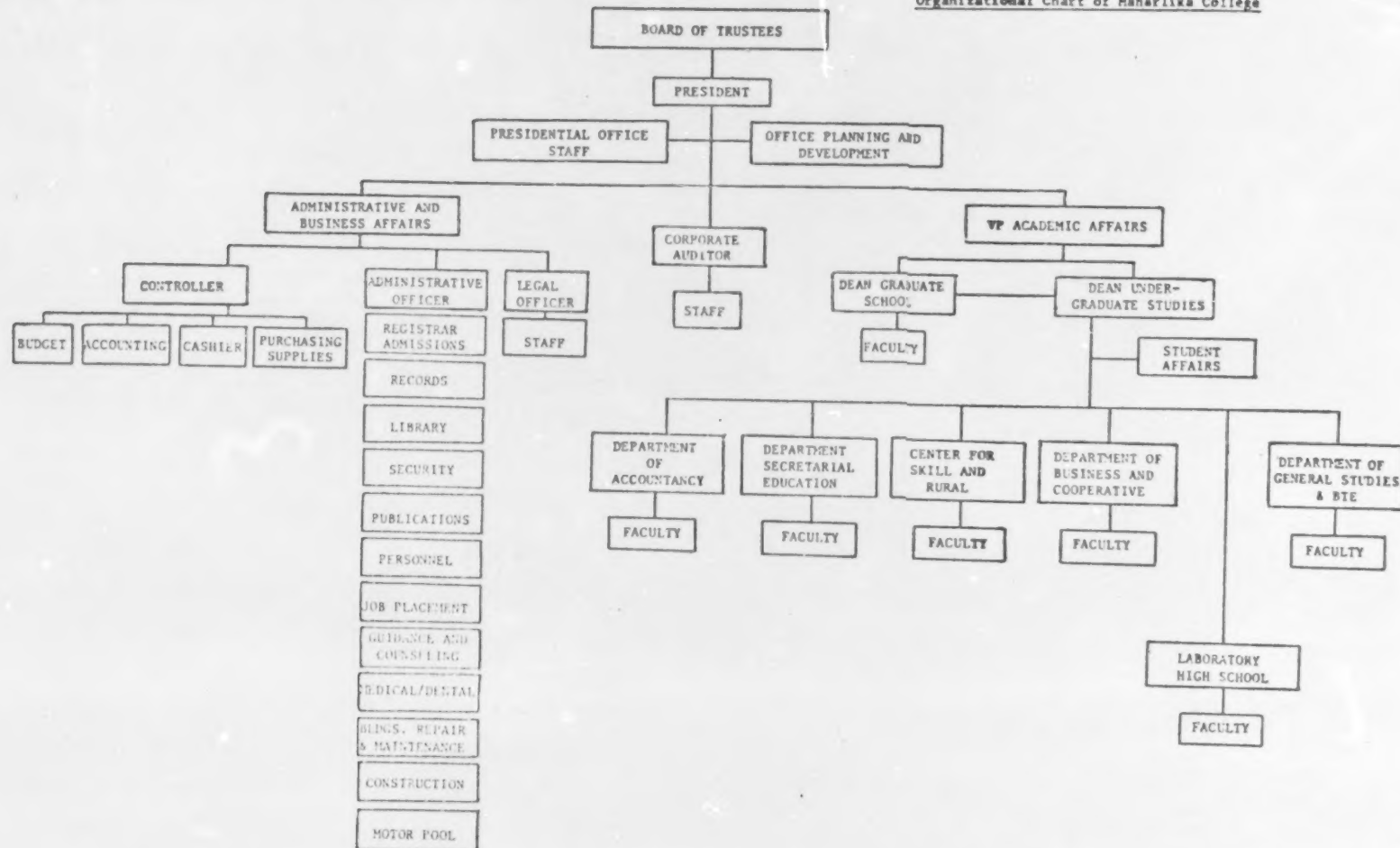
<u>Year</u>	<u>Subsidy</u>	<u>Fees</u>	<u>Total</u>
1904	400,000	40,000	440,000
1914	800,000	100,000	900,000
1924	1,100,000	500,000	1,600,000
1934	2,100,000	1,000,000	3,100,000
1944	1,100,000 ^(a)	600,000 ^(a)	1,700,000
1954	3,800,000	1,200,000	5,000,000
1964	5,170,000	2,450,000	8,620,000
1974	21,790,000	8,750,000	30,550,000

(a) The 1944 figures are incomplete due to the events of World War II.

At present, the College maintains a permanent staff of 820 people, divided into two basic groupings: Academic 520, and Administrative 300. In addition, another 250 people are employed in construction and physical development projects. The organization chart of the MC can be seen in Exhibit 2.

(1) These case studies were prepared with the help of selected participants during the course on The Management of Communication Resources, held in Kuala Lumpur, 14 June to 11 July 1975.

EXHIBIT 2
Organizational Chart of Maharlika College



Student enrolment in the college has been increasing at a phenomenal pace (see Exhibit 3). This can be attributed to several factors. First, the age composition of the national population includes many young people - 60% are under 25 years of age. Second, improved economic conditions have enabled a higher percentage of students to continue their studies beyond high school. And third, a stabilized political atmosphere brought back peace and order in academic life after a period of demonstrations and student activism. Students can now concentrate their full energies on the pursuit of higher education rather than participate in political activities, demonstrations, etc. In addition to the above factors, the appointment of a new President produced a change of objectives and policies at the top. He immediately implemented a programme of rapid development and attracted droves of students and competent faculty members. Part of these policies was to keep tuition fees at the lowest possible levels, as a concrete expression of the commitment of MC as a State college. This was in contrast to the skyrocketing tuition fees in private schools and some State universities.

EXHIBIT 3: Enrolment Figures of MC

<u>Year</u>	<u>No. of Students (semestral)</u>	<u>No. of Students (Summer)</u>
1904	320	50
1914	1,250	150
1924	2,600	350
1934	3,800	810
1944	1,500 ^(a)	110 ^(a)
1954	6,170	920
1964	9,780	2,400
1970	10,300	2,800
1971	11,700	3,200
1972	12,500	3,400
1973	14,900	4,009
1974	18,500	6,500

(a) The 1944 figures are rough estimates from incomplete data due to World War II.

Decision to expand

The yearly increment in students' enrolment and the increased government subsidies to MC opened new vistas for expansion not hitherto possible in its 70-year history.

To plan and co-ordinate the rapid expansion, the management of the college created its own office of Planning and Development (P&D) to prepare a plan for expansion of the university. The plan, submitted by the P&D office to the college President and subsequently approved by the Board of Trustees for implementation, called for the gradual expansion of the college by establishing, within a 7-year period, schools and institutes of learning apart from government and business education. This meant the organization of (1) a College of Liberal Arts, (2) a College of Engineering and Technology, and (3) a College of Law.

As part of the plan to establish a College of Liberal Arts, MC decided to offer, starting with the school year 1975-1976, a course entitled Bachelor of Arts in Communication. The first enrollees this current semester were drawn from interested third-year students who desired to shift to this course. Next school year (1976-1977), the full 4-year course starting from first year to fourth year will be offered along with other liberal arts courses.

To provide the students enrolled in the communication area with adequate laboratory facilities, the college contemplated the establishment of a radio station. The President therefore asked the P&D office for a preliminary study as to the type of station to be built and rough estimates of the costs involved. The rationale of the P&D preliminary report recommending an FM station at a cost in excess of US \$250,000 can be seen below:

1. the AM band in the greater metropolitan area of the capital is overcrowded with some 50 radio stations competing with each other. Most of these AM radio stations maintain transmitters with power capacities ranging from 5,000 watts to 50,000 watts, the majority using 10,000-watt transmitters;
2. there are only six FM radio stations in the metropolitan area at present. An average capacity of 1,000 watts is sufficient to cover the entire greater metropolitan area;
3. government regulations provide that transmitters with a power capacity beyond 1,000 watts should be located in an area outside the capital. This would mean building a transmitting station at a site separate from the studios. MC would have to buy land space for the transmitting station, apart from constructing a separate building, if it decides to establish an AM station. On the other hand, it can set up a 1,000-watt FM station on one of its campuses where it will be easily accessible to students;
4. since oil prices have gone up, electric rates have increased at a high rate. The cost of electric bills will be substantially higher in case of, say, a 10-KW station rather than a 1-KW one. It is recommended therefore that from the point of view of competition and economy, it would be more desirable to establish an FM rather than an AM station. Furthermore, the capacity of the station is recommended to be 1,000 watts.

The total costs of establishing such an FM station will be in excess of US \$250,000. This will include about \$100,000 for the purpose of the 1-KW FM transmitter and the corresponding studio equipment, and \$150,000 for the construction of buildings, the installation of the transmitter tower and start-up costs.

The Management policy board of the college tentatively accepted the recommendation of its P&D office and authorized the chief of this office, who had a previous 5-year experience in broadcasting (a) to participate in a course on communication management, (b) to observe broadcast media facilities in other countries, and (c) to survey the latest available radio equipment in Japan. The policy board expected the P&D chief to produce a complete plan for the establishment and organizational structure of the said FM radio station and how it will be utilized at the college.

The plan is to include at least the following:

I. Identification of long-term objectives:

1. Style and image of station;
2. Basic methods and means of implementation of the long-term objectives;
3. Fulfilment of the long-term objectives in terms of yearly plans;
4. Specific contribution to the intended audience;

II. Basic policy formulation regarding:

1. Use and proportion of commercial time and competition from other commercial FM stations;
2. Priority of objectives;
3. Phased development plan;
4. Programme plan model for one-year cycle;

III. Operational design characteristics:

1. Detailing full-time, part-time, talent fee and volunteer student workers;
2. Staff development over 5-year period with consequent payroll phasing;
3. Payroll costs;
4. Operational costs other than payroll;

IV. Organizational structure of the station:

1. Organizational chart;
2. Lines of authority and responsibility;
3. Relation of the station to the remainder of the college.

2. MBC - What next?

Background

Organization. Mountain Broadcasting Corporation (MBC) was founded almost 40 years ago and modelled quite closely on the broadcasting system of England. Today MBC has a staff of almost 2,500 and comprises four major services (1, 2, 3 and 4) each catering to a specific audience type, language, and programme formulation. MBC is a state monopoly and thus has no competition with non-government stations, though some of its own stations are allowed to accept limited commercials for additional revenue.

Figure 1 shows the organizational chart of Service 3. As can be seen, the Director manages three Controllers (for Music, Presentation and Spoken Word) who each in turn supervise an Executor and staff of Announcers and Producers. There are also two separate libraries (for tapes and records) and a typing pool, all of which are organizationally responsible to the Director, but as a service group they function in co-ordination with the Executors and Producers. The Service Director reports straight to the Director-General together with the Directors of the three other services.

All dealings of Service 3 with the rest of the radio station (such as studio, engineering, programme log, transportation, etc.) are handled through the Controller or more often delegated to the Executor.

As the Music Department handles mainly music programmes, the Presentation Department assumes the greatest importance as it produces all other types, and a variety at that. As it is also the largest department, it is entitled to a Chief Announcer who is usually the successor of the Executor, or for the most part his constant alter ego.

Objectives. As a state-owned media organization, MBC has two primary objectives:

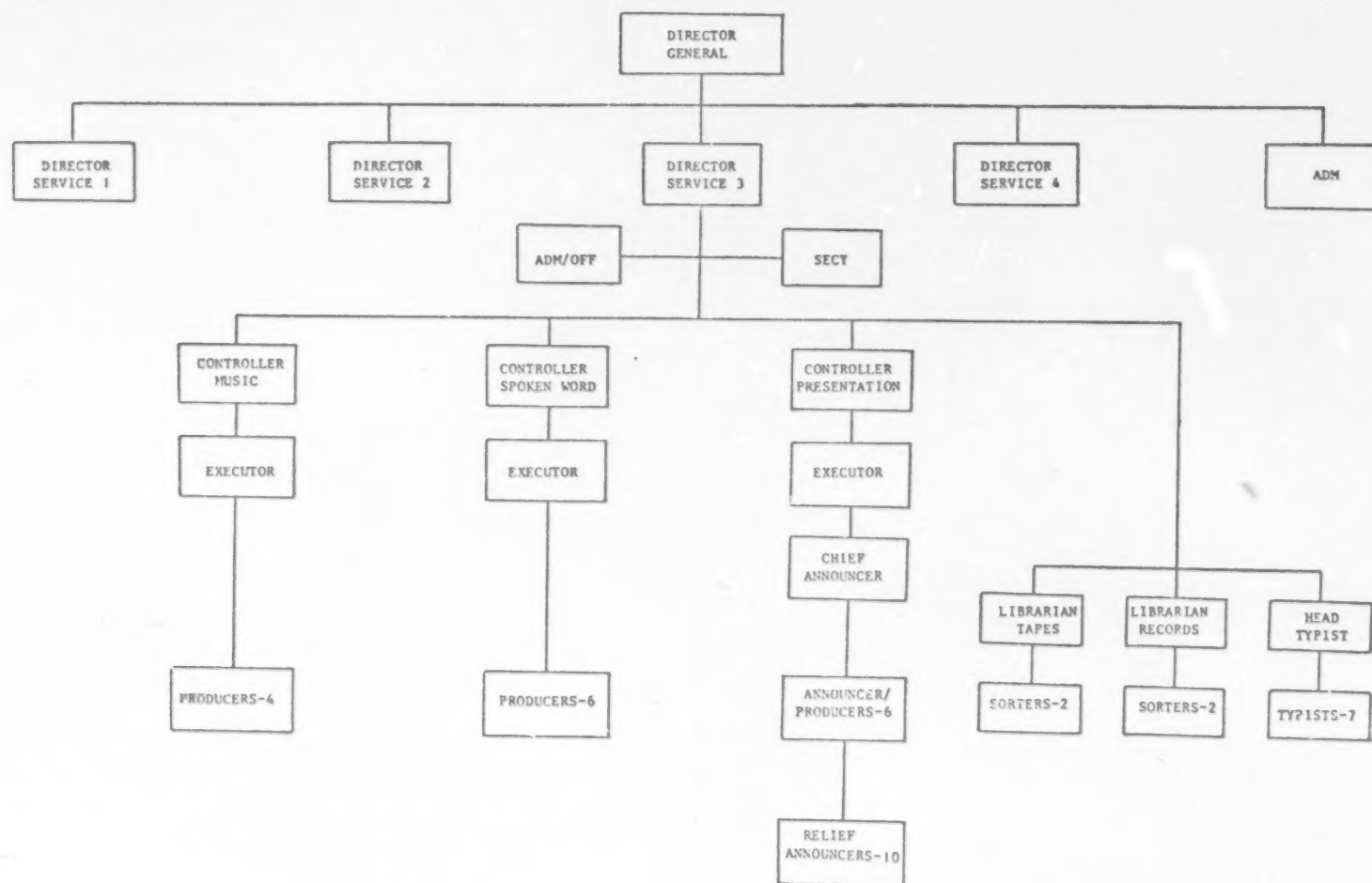
1. to foster unity, contentment and co-operation among the peoples of the nation;
2. to muster its forces in order to promote agricultural and industrial development.

At times, however, the type of programming offered and the attitude of senior management would lead one to believe that the station policy was to "keep people content despite their economic hardships" and "to make sure the people follow the development programmes prepared by the ruling party".

These objectives, however, have never been defined into a set programme formulation, nor into some kind of media strategy aimed at fostering unity, contentment, co-operation, or socio-economic improvement. Neither have any quantitative targets or goals been proposed, nor any feedback mechanism prepared in order to obtain evaluative research on the achievements of the station's objectives.

Most programmes have merely been a continuation of the basic types handed down from decade to decade with little or no change (except dates and names) and hardly any improvement in quality. Innovation in programming is difficult to initiate, as it is hard to convince senior management that any new creation would better serve the station's objectives as these have never been concretized into a positive formulation.

Figure 1
ORGANIZATIONAL CHART OF SERVICE 3



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It is hardly surprising then that no staff meetings on programme preparation are ever called. The Director feels no need for such meetings, since he merely transmits the Director-General's orders to the controller concerned. The controllers in turn transmit these orders to their executors and similarly feel no need for meetings. The executors in turn transmit orders to the assigned announcers and producers and the latter would be hotly questioned if they called a meeting as it might be interpreted as trying to circumvent the transmitted Director-General's orders, or worse, as mustering the ranks against the senior management.

In sum, orders are just given and programmes made with little or no discussions at any level. Even with the best intentions, one is not always sure, at whatever level, that he is genuinely serving the real interests of the station or achieving its objectives properly interpreted.

Censorship. While there is no formal censorship of programmes, there is a system of checks to assure that no material is detrimental to the image of government or could be misinterpreted to be such. For most programmes, the Controller or the Executor appoints a shadow producer to check the script of the assigned producer. In some cases, it can turn out that the shadow is a lower ranking staffer than the producer or even outside the competence of the programme matter. If something does go wrong, the heads of both the shadow and the producer are on the chopping block.

In the case of news, all news scripts are read personally by the Director-General before airing.

Who should be promoted?

In 1975 the Executor of the Presentation Department of Service 3 resigned his post which was then open for someone from the ranks to fill. Ordinarily this would be the Chief Announcer, more so because he also had seniority of tenure (seventeen years) over the entire staff of this department. The second in seniority, also an announcer, similarly laid claim to the post making it known that he thought he was better qualified, though having only second place in seniority.

The Director of Service 3, being himself a man from the ranks who worked upwards from being an announcer, was personally close to the number two claimant, Mr. Y, and counted strongly in his "alliance" group. The senior claimant, Mr. X, tended to avoid such alliance groupings and relied more on his "hard work" and just doing his job well, feeling he could win the post on both seniority and performance.

To be "fair", the Director issued separate memos to the two would-be Executors, appointing Mr. X, the Chief Announcer, as Acting Executor for 30 days, followed by the appointment of the second claimant, Mr. Y, for the next 30 days. After this the Director would appoint as permanent Executor, the one who performed better. Both, however, contested, each claiming he was better qualified, but the Director stuck to his appointing memo.

After two months, the performance of Mr. X was actually proven to be the better and he was given the appointment as Executor. The first year of the Executor was not easy as the embarrassment of Mr. Y left ruffled feelings among those close to him, primarily the Controller and some members of the staff - his "alliance" clique.

Over the year, the Controller and Mr. Y incited the staff against Mr. X, seizing on every opportunity to find fault, to disrupt work, to cut efficiency and to assure that these failings were brought to the attention of the Director as the incompetence of the Executor. In his absence, the Controller could also easily issue orders contrary to those of Mr. X and even in his presence, dealt directly with the staff. Moreover, the Director being a former announcer could also easily deal directly with the staff bypassing both the Controller and Mr. X. Sometimes he even countermanded their orders, policies or instructions.

As it became increasingly more difficult to work with the rebellious staff, Mr. X asked for and was given a transfer to become Executor of Spoken Word Programmes, an equal rank but a less prestigious position having only half the staff of the Presentation Department.

Meanwhile, Mr. Y was still further frustrated in his goal of becoming Executor as the fourth in seniority, Mr. Z, was given the cherished position based on his performance. The third in seniority resigned in the confusion. Mr. Z realized that the present situation, both for programming according to objectives and for realizing personal job satisfaction, was hardly inspiring. He was afraid that any innovation introduced to improve efficiency, competence, attainment of objectives or increase audience acceptance of the station's programme would be discouraged by senior management whose appointments are mainly political and which will not be accessible to performance criteria other than political. However, Mr. Z was not willing to give up completely. He contemplated several strategies on how to improve the operation of his department and neutralize the influence of change without threatening those below him, antagonizing his equals or displeasing his superiors. He thought he had a fighting chance.

If you were Mr. Z, how would you go about preparing an operational strategy to close ranks and improve programmes?

APPENDIX D

TEACHING METHODS IN MANAGEMENT EDUCATION

Teaching methods⁽¹⁾

The teaching methods used in management education today are multiple. Some are simple, others complex. Some take various forms.

Some are more effective for presenting information than theories; some train in analysis, some in decision-making; some are favoured more by certain professors or by certain schools. But all have their place and their usefulness.

Mr. Bohdan Hawrylyshyn, Director of the Centre d'Etudes Industrielles, has written that teaching methods are all multipurpose but he believes that most are effective over a narrow range of application and suggests that for observing a problem, field studies are best; for selecting pertinent data, the incident method; for diagnosing the problem and formulating solution, the case method; for making decisions, simulation; for communication, rôle playing and business games; and for motivating, group projects.

While there are those who disagree with Mr. Hawrylyshyn, it is generally agreed that the usefulness of training methods cannot be assessed in isolation from the effectiveness of the course as a whole. Teaching methods depend to a large extent on the objectives of the course and the type of knowledge or information to be offered. Cultural considerations need to be taken into account in certain areas of the world. And evaluation techniques for training programmes are still in their infancy even though a course in evaluation is now available at Bath University, England.

Lecture method

The lecture is the classical method of teaching. It is also the most widely used in all forms of education, including management education. It is also the most widely criticized. It can be most effective, or least effective. It can be wearying; it can be boring. Or it can be exciting; it can be stimulating and provocative. It depends, to a certain extent, on the speaker.

But the subject matter can also be a factor, particularly in lecturing to mid-career executives and administrators who are both knowledgeable and educated in their fields.

Many schools report lectures to be more effective in offering information than in presenting understanding; i.e., more suited to the presentation of techniques than theory.

(1) Reproduced here courtesy of Harper and Row Publishers, Inc., from Nancy McNulty, Training Managers: The International Guide (New York: Harper and Row Publishers, Inc.).

Management education programmes that feature guest lecturers suffer two potential drawbacks: first, the quality of the speaker may be poor. This, of course, would be less likely to be true of guest speakers who appear regularly at a course. Second, there may be a lack of integration of such lectures with the overall training programme. The faculty of a course draws up a curriculum, sorts out shares of that curriculum to fellow members, it receives feedback on the whole of the curriculum from students in ever so many ways. As a result, the faculty becomes a team, and the curriculum their ball game. Guest lecturers can add new and exciting dimensions to information, but they are not a substitute for the team activity so essential and vital to the great teaching institutions of management education around the world.

The descriptions of Faculty have been written to provide as much information as is available on these points, to aid the reader in his evaluation of programmes.

Group discussions (including seminars and conferences)

Group discussions are structured instructional meetings. They are held for the purposes of increasing general knowledge, of influencing attitudes (although their effectiveness in this is disputed by some experts), and of solving problems. They differ from lectures in that the audience now become active participants with a leader, whose responsibility is to guide the discussion and prevent it from straying from the topic at hand.

The discussion may either follow a lecture, in which case it is called a lecture-discussion, or it may be introduced by remarks by the leader, or a series of speakers; or it may be based on working papers distributed in advance. Discussions of the last kind are known as seminars and conferences. Seminars are usually more informal in nature than are conferences.

All forms of group discussion require a leader, often designated as moderator or chairman. The leader prepares an agenda in advance so that the discussion will proceed along a desired path leading to a predetermined objective. At the conclusion, he usually provides a summary. The leader also has the responsibility of eliciting participation from all (or as many as possible) members of the group, as well as of preventing one or more members from dominating the session.

Discussions, as a teaching method, have the advantage of providing constant feedback to the leader, lecturer or teacher about how much the students or participants have learned. By actual participation, it is believed members are more likely to retain the knowledge transmitted than they would by lecture. They also receive practice in communication, and are provoked into thinking.

However, to be of value, discussions require three ingredients: an agenda, a skilled leader and able participants. If any one of these is lacking, a discussion is apt to lapse into conversation.

Conferences and seminars are fashionable in administrative circles in both public and private sectors. They are widely used in management education and have been found particularly effective in attracting senior administrators in developing countries and thereby introducing them to and involving them in training programmes.

Case method

The case method, or case study method, depends on group discussions and group analysis, as well as individual study and analysis of an unfolding business situation. The emphasis is more on the analysis than on the decisions reached

as a result. The method points up the fact that there is more than one possible decision for any situation. There are several types of teaching methods employing case studies.

The "classical" method, developed at the Harvard University Graduate School of Business Administration, involves complex case situations. The problem is to find and identify the problems involved, determine which are the more important ones, and see what can be done. The student first studies the case alone during the afternoon. In the evening, he studies the material in a small group session. The following morning, each of the small groups presents its analysis and decisions to the entire group. The participants are challenged to present and defend their analyses against the total experience of the class. Under the direction of the faculty, these various solutions are discussed and again analysed. Since there is no "right" answer to a case study, the class discussion does not have to be directed to any one point, but can range over the whole area of possibilities available for decision-making.

This action-oriented curriculum is especially effective in developing analytical thinking in a competitive milieu. It helps managers understand the complexity of business and its many functions. The method can be frustrating to students in the beginning, in that there is never any solid substance for a solution; also in that it forces them to realize that their past thinking has been affected by emotion and prejudice. The objective is for the participants to realize that the analysis is more important than the solution and that all participants are in the same boat. After the initial adjustment, the method has proved quite successful.

Because the instructor does not possess an authority rôle, because the right question is more important than the right answer this method of teaching has proved quite valuable in developing countries by forcing the participants to shed the "authority-subject" relationship that is so characteristic of the traditional societies. Thus the method has helped to promote changes in traditional attitudes which are of such vital importance to the industrialization of a society.

The incident process is a variation of the case method developed by Paul and Faith Pigors at the Massachusetts Institute of Technology. In this, only one simple incident taken from an actual situation in business is given to the participants. Only the instructor knows the other pertinent data about the incident. The participants must ask questions to get the other relevant information at a fact-finding session. Each member then analyses the problem and writes his own solution. This is followed by a general session where those with similar solutions join together and select a spokesman to debate their viewpoint with the others. Finally, the instructor reports the actual solution reached in business. In some schools, the group as a whole works out the ultimate decision, sometimes by a vote.

This teaching method was developed to train managers to seek the information that will permit diagnosis of a problem. Thus the emphasis is more on the search for information than on the analysis, as in the classical case method.

Another variation of this method is to use very short cases, perhaps two or three paragraphs in length, to describe a simple problem in human adjustment. It is often used in lower-level training programmes such as human relations for supervisors and foremen. But it is also used at executive management training levels.

Recordings and motion pictures have been used to present a case. Since very little background information can be given in these presentations, and the problem is simple rather than complex, they resemble the short version of the case method. This form is very useful in problems of human relations also.

Workshops

Workshops are group discussions, but they are not tightly organized instructional meetings. Rather, they are quite unstructured, being conversational in character. Workshops are used for the purpose of exchanging operational experience in a particular area or field of management by specialists in that area or field. They are not used for the presentation of general knowledge, but rather are usually concerned with the application of techniques and procedures.

Usually the leader of a workshop session has an agenda or plan, but the discussions necessarily follow the information that the participants offer.

Sensitivity or T-group training

Sensitivity training, as the name implies, seeks to make men more sensitive to others and to make them aware of how, consciously or unconsciously, they themselves in turn affect others.

It provides a laboratory setting in human relations where individuals can study and increase their understanding of the forces which influence the behaviour of individuals and of groups and organizations. Skills and insights into methods of collaboration and motivation between individuals and groups are also explored. In small group-dynamic settings, individuals are encouraged to examine together their experiences with each other in enough detail so that generalizations can be drawn and conceptualized.

The purpose of sensitivity training, then, is to help men achieve a greater awareness of how human beings relate to one another. It accomplishes this by bringing to the surface, for conscious examination, the normally unquestioned assumptions about human relations.

Each participant in sensitivity training is responsible for his own learning.

A typical session is conducted by a skilled leader and a small group of participants. In certain cases, some structuring of the programme is done. In T-groups, the sessions are completely unstructured except to the extent that the leader helps participants to focus on the way the group is working, the style of an individual's participation, and the issues that the group faces.

Sensitivity training can be offered by itself in either block sessions or in part-time sessions over a period of time. It can also be part of a larger laboratory training programme which includes other participatory methods, such as rôle playing, business games, or case studies. It is often part of an advanced or general management programme.

Although it has been used in the United States for some years, it is new to many countries of the world. Because personal values and concepts are so deeply rooted in the society and culture which fosters them, this teaching method has met with difficulty at times when the participants have not had a common culture and language.

The use of sensitivity training in management education is based on the theory that an executive will be more efficient and more effective in motivating and leading others in working with and through others, by an increased sensitivity to human or interpersonal relations.

Sensitivity training is also known as "human relations laboratories", "group dynamics laboratories", and "management training laboratories".

The managerial grid is a form of sensitivity training that employs a grid theory for examining managerial styles. The objective is to expand the professional development of the executive and the organizational development of his enterprise.

The participants learn alternative strategies of management in relation to planning, execution, supervision, and follow-up through lectures, precise experiments, and group studies. The effects of conflict, creativity, commitment, and communication are emphasized. Throughout the programme, the participants identify alternative managerial styles with reference to a theoretical model, which is known as "the grid" and for which the method is named.

It is suggested that at least two, and preferably three, members from the same level of an organization attend the programme at the same time.

Simulation

Simulation is a teaching method that has been used for years in many other fields of education - law, medicine, airplane piloting, and even war. It is a newcomer to management education.

Simulation signifies building a model - either theoretical or mathematical - and using it to test theories or the results of decisions.

Simulation is one of the most versatile tools of operations research. Using mathematical models, and a computer when available, the operations of an enterprise can be plotted to show the results of any given decision.

The special exercises developed by Bernard M. Bass of the University of Rochester, Rochester, New York, U.S.A., are another form of simulation of a variety of organizational issues requiring managers to respond as they might in real life. Through the use of self-study exercises administered in small groups, the participants focus on problems of modern organizations, the organizational goals and constraints on achieving them.

After individual study, each small group meets and must arrive at a consensus decision. Then the members of each group look back at their experience thus far and do a process analysis of the problem-solving behaviour both as individuals and as a group. Thereafter, there is a "community" assembly of all study groups at which the group decisions are discussed and experiences shared with the faculty.

Another form of simulation training focused on decision-making, using a complex set of exercises, is offered by Kepner-Tregoe. Participants are assigned rôles in real-life situations and given only the information that they might ordinarily have. They must then discover for themselves what the real problems are, how to analyse and solve them. Each exercise is followed by a critique session in which the management process of each participant is analysed. The programme seeks to develop a systematic approach and focuses on problem analysis, situation analysis, and decision analysis.

Business games

Business games employ simulation to teach the use of analytical tools. The National Industrial Conference Board in the United States has described them as case studies in motion, in that they require an intensive search for the factors underlying the surface situation, an analysis of those factors, the making and implementing of decisions, and further analysis and decisions as the results of the first are made known.

In a business game, the participants are split into competing groups, each of which sets up an imaginary company. Sometimes the organizational structure is known and the men are assigned to certain rôles; other times they assign themselves. In still other games, the organizational structure is part of the game and can even be the most important decision to be made by the group.

When the dramatis personae has been decided within each group, the actors then act out their rôles; (1) i.e., to gain the largest share of a market or to determine whether to invest in plant expansion. They must do this within the economic laws and boundaries prescribed and in competition with other groups seeking the same objective in the same market.

As each group acts out its imaginary situation, it makes decisions based on information fed to it as the action develops. This requires constant analysis and evaluation of the situation and the making of decisions based thereon.

When each group has completed its game the results are compared, usually on a mathematical basis, although occasionally by a panel of judges, and one group is seen to have done better than the others.

After the game is finished, there is an evaluation session when the game is rerun with all the information available to all players, as well as their actions, competitors' reactions, etc. This critique of their decisions is considered by many to be a most valuable part of the game for participants.

Some games are more structured than others, inversely proportional to the level of management involved; i.e., the higher the executive level, the less structuring. Some games cover only one functional area of an enterprise, others the entire corporate scene. Some are complex, some more simple. Some use computers.

Business games, as noted, were designed to teach the use of analytical tools. However, a business game must be of sufficient duration that the actors can see the actual results (even if simulated) of the decisions they make - usually four or five years of the working-model company's life.

The games also point up the value of long-range planning and of the "corporate team". Interpersonal relations, which can become volatile during a game, can also be included in the critique session, thus adding qualitative as well as quantitative factors.

There are many forms of business games; one of the better known is called In-Basket. This is an individual form of game, and not interactive, as are the competing teams on each other.

Business games are expensive to create and require time and skill. Despite their title - "business games", or "management games" - they are a serious and successful method of teaching management.

Rôle playing

Rôle playing, as the name implies, requires the participants to act out or play the rôles in a given situation in business. Its prime benefit is the development of human relations skills by interactions between people. It also offers insights into the emotions and thinking of others in various positions and situations. By practising the behaviour of others, not only the actors but also the members of the audience become emotionally involved, and the analyses and evaluations which follow can be as informative as the actual rôle playing.

- (1) This differs from rôle playing the teaching method, in that rôle playing is designed to develop human relations skills, whereas in business games both rational and emotional behaviour is involved.

In this teaching method, the situation that is to be enacted is structured in detail, including the position, feelings, thinking, and beliefs of each character. The purpose for which the scene is to be played must be clearly stated at the beginning: it may be designed to demonstrate the use of a technique or it may be played to dramatize a character or a situation. When the scene has been set, the characters act out their assigned rôles, making up their lines as the play proceeds.

The involvement of the audience sometimes is enlisted, also, by assigning them tasks such as being understudy for a rôle, or studying one character's interpretation in particular for significant or taletelling remarks. In some cases, the audience is allowed to interrupt a scene or to prompt characters. This emotional involvement, both by the characters in the scene and by the audience, is called "rôle reversal". Other forms of inciting rôle reversal include a switching of rôles, different sets of actors playing the same scene, or playing the same scene for different purposes.

After the dramatization, there is a session for analysing, evaluating and suggesting improvements in the skills of the actors in interpersonal relations. This is done under the guidance of an instructor.

Sometimes rôle playing is comparatively unstructured and is used for practice in human relations, in which case the follow-up analysis is minimal.

Feedback

Feedback is the return, partial or complete, of a process to its source. In management education, this involves the results of an action taken - whether in business simulation or in other learning processes - being relayed back to the participant for his evaluation and further learning.

Syndicate method

The syndicate method is a combination of lectures and group projects. The group projects are assigned to small groups of participants, called syndicates, on subjects that follow from and are supported by the lectures. Each syndicate selects a chairman and a secretary (or they may be appointed). The chairman conducts the discussions and leads his syndicate in its work and in the preparation of a report on its assigned task, topic, or case study. The secretary prepares the report. All members of the syndicate participate in the work and aid in the preparation of the report. The report is then presented to the entire class, all syndicates and all members being present, as well as the faculty, and it is discussed in an open forum.

At the Administrative Staff College at Henley-on-Thames, England, where the technique was developed originally, the composition of the syndicates is changed from time to time to provide stimulus and the opportunity to work with different persons; also to bring together or rotate those with specialist knowledge or experience. Chairmanships and secretaryships are rotated so that all members have the responsibility of leadership.

There are many variations of this method of teaching and many titles are used for syndicate leaders.

The advantages of the syndicate method that have been cited are: (1) it promotes better comprehension of the substance of the lectures; (2) it helps develop co-operative thinking and co-operative working; (3) it duplicates the real-life situation of a management team; (4) it provides each participant with

a perspective on himself and his job; (5) it provides understanding and appreciation of the value of specialists in areas theretofore unknown; (6) it develops ability for self-expression; (7) it develops an overall point of view; (8) it provides practice in handling new techniques and procedures; (9) it develops better understanding of people; and (10) it increases ability for decision-making.

There are two requirements for success in the use of this teaching method: the task assigned must be relevant and the members of a syndicate must have sufficient experience to handle the task.

The syndicate method of teaching is employed under differing names in different parts of the world, for various reasons, one of which is that the term has an unpleasant connotation in certain areas.

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